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ABSTRACT

This gender equity trainer's guide has three purposes: to raise awareness in Utah's preservice and inservice teachers of harmful, often unconscious, behaviors; to encourage gender fairness; and to help teachers develop strategies that result in gender fairness in schools. The guide contains 12 modules of instruction that cover the following topics: (1) Fairness Does Not Mean Sameness; (2) Bias as a Pattern Hurts; (3) Classroom Interaction; (4) Equity and Language; (5) Communication and Humor; (6) Gender and Achievement; (7) Critical Thinking and Integration; (8) Media and Stereotyping; (9) School and Workplace Diversity; (10) Self-Reliance and Problem Solving; (11) Sexual Harassment; and (12) Partnership--Working Together. Each module contains the following: lesson plans with discussion information, quotes, activities, visuals, overheads, notes to trainers, resources materials, and a variety of teaching strategies that encourage active learning. The guide also contains a glossary of 49 terms and a list of 81 references. (KC)

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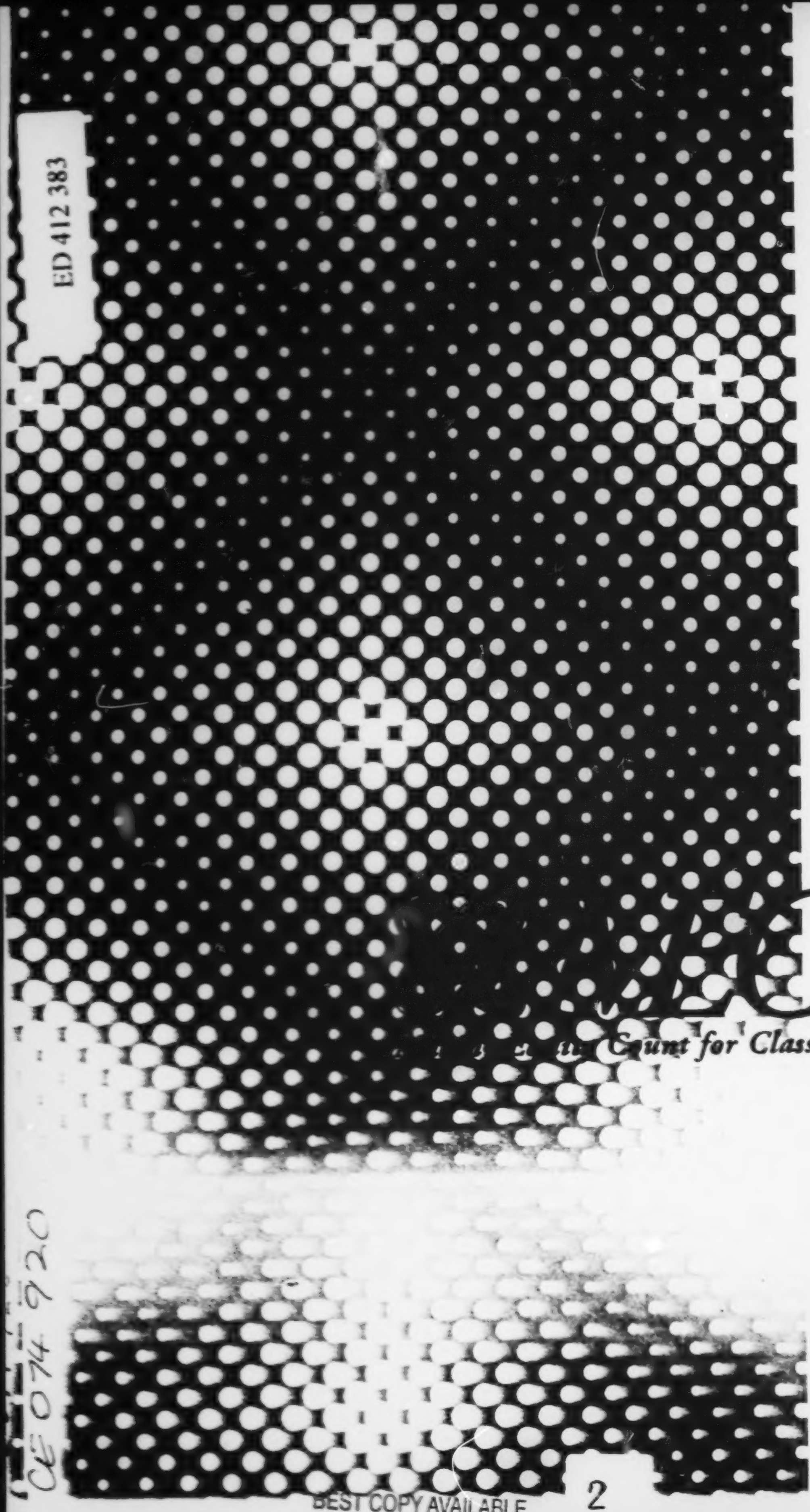

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Utah Gender Equity Curriculum Guide

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Salt Lake City, Utah 84111

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MECCA

Making Equity Count for Classroom Achievement

UTAH GENDER EQUITY TRAINER'S GUIDE

UTAH STATE OFFICE OF EDUCATION

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Pilot Sites

Alpine School District
Nebo School District
Provo High School
Park City High School
San Juan School District
Uintah Basin School District
Emery School District
Washington County School District
Sevier School District
Wayne School District
Garfield School District
Granger High School
Highland High School
Taylorsville High School
Mountain Crest High School
Carbon School District
Duchesne School District

PREFACE

In 1972, Title IX of the Education Amendments was passed by the U.S. Congress, prohibiting discrimination on the basis of sex in educational programs receiving federal funds. With the establishment of state equity offices throughout the U.S. and the addition of Carl Perkins funding in 1984, the emphasis broadened to include exposure to traditional and nontraditional career options for women and men. Regional Gender Equity Technical Assistance Centers were established in Utah, initially at Salt Lake Community College and Dixie College in 1989, at Utah Valley State College the following year, and at Weber State University in 1991.

The 1990 Amendments to the Perkins Act of 1984 attempted a major restructuring of vocational education. The new law lists two goals for the use of federal funds: (1) to integrate vocational and academic training, using vocational training to enhance academic skills; and (2) to provide special groups—the economically disadvantaged, students with disabilities, students with limited English, and females in nontraditional programs—with services needed to ensure their full participation in vocational education. Remaining an important area of concern is the distribution of young women among sex-stereotyped occupational fields. Unless we encourage girls and young women to take nontraditional courses and help place them in jobs or postsecondary institutions requiring the skills learned, any training they receive will have little effect on their labor-market opportunities.

The Multi-Regional Gender Equity Technical Assistance Centers (GETAC) are to—

1. Provide inservice training to secondary and postsecondary faculty, counselors, and administrators to develop and/or improve programs and activities to reduce bias and stereotyping (related to gender, race, or disability) in the curriculum, the classroom, and the school environment.
2. Assist all students to become economically self-sufficient, especially young women ages 14-25.

Awareness of gender bias and stereotyping has increased over the past 15 years. Teachers are looking for strategies to improve their skills in working with all students regardless of gender, ethnicity, age, or handicapping situation. In addition, they are looking for ways to help students learn to cooperate with each other. Strategies and ideas will be presented which—

1. Impact student achievement in technical and academic areas.
2. Assist teachers in motivating students to more active learning.
3. Provide resources to help students learn the value of working in a relaxed, professional manner with a diverse workplace population.

Many people do not think that women and men are treated much differently today, especially in schools. Certainly most teachers, counselors, and administrators do not consider themselves biased against any student. They want to treat students individually and fairly.

Regardless of the best of intentions and well-stated educational philosophies, however, actual behaviors—many that are less than ideal—are based on deep-rooted assumptions that differentiate between appropriate roles and jobs for women and men. These assumptions, often unconscious, result in subtle differences in the way we treat others—in what we expect from them, how we think they should act, what we think they should look like, and how we think.

The results of these unintentional differences in treatment have short- and long-term consequences for students and for us all. This equity trainer's guide has been designed to raise awareness in preservice and inservice teachers of harmful, often unconscious, behaviors; to encourage gender fairness; and to help teachers develop strategies that result in gender fairness in schools.

Areas of focus in this trainer's guide include:

1. **Development of partnership skills** to help students work together in a relaxed, professional manner with members of the other sex.
2. Opportunities for team leaders and inservice trainers to model a variety of **teaching strategies that foster cooperation, participation, and active learning**.
3. **Integration**, which in this curriculum means an awareness of connections and transfer of information across disciplines, particularly from academic to technical, promotion of Applied Technology Education (ATE) programs, and emphasis on integration as a potential recruitment tool.
4. **Development of critical thinking** and reasoning skills.

The Centers are funded by a grant through the Utah State Office of Education with Carl D. Perkins Vocational funds and do not discriminate on the basis of race, color, national origin, age, sex, or handicapping condition.

USING THIS TRAINER'S GUIDE

Training Levels

Efforts have been made (and will continue) to provide equity inservice training in a timely manner throughout school districts in Utah. Individual schools and school districts have requested updated information on a variety of equity issues. Initially, the Equity Center coordinators present information to raise awareness of these issues.

Level 1 inservice is an initial contact with the Equity Center coordinators who present information to raise awareness of equity-related issues.

Level 2 inservice training occurs when the same school or district seeks additional in-depth study and training of these issues, including exposure to a variety of teaching strategies to eliminate bias and stereotyping and encourage more active student participation.

Level 3 training involves a teacher leader from the district who presents inservice training (either with another teacher or the Equity Center coordinator) to faculty, administrators, and counselors over an extended period of time, preferably a five-week session. This type of training may be followed up byteachers observation, among other interactive and innovative activities for ongoing awareness and exposure to issues of concern.

Trainer's Guide Format

This trainer's guide is divided into 12 modules of instruction. Although the units are presented in a logical sequence, the curriculum is written so that instructors may select particular issues to use as part of an existing course, or each module may be presented independently. Each is identified by a title and includes a list of subtitles.

The pages are divided into 2/3 and 1/3 columns, with documented resource material and any specific notes to trainers in the 1/3 column. **The 2/3 column** includes discussion information, quotes, activities, visuals, and overheads. **The 1/3 column** contains any additional resource material, "NOTES" to the Trainer about how to use the information in the 2/3 column, and a variety of teaching strategies that encourage active learning. Modeling a variety of teaching strategies is critical to assisting students in learning the skills they will need for future employment. Lecturing is the least effective way to learn.

This trainer's guide is indexed and contains a table of contents, a glossary of terms, and a list of references at the end. Various teaching strategies to foster active learning and participation are listed throughout and are to be modeled by the trainer. Each module will also contain an Overhead/Handout Section, and one or two handouts that explore careers or the world of work. Some of the career exploration handouts may not specifically relate to the unit, but provide ongoing opportunity to review career issues within the context of equity. They are designed to facilitate students' looking ahead, planning, and getting clear about their future in the world of work and exploring ATE options. Students need time to process small amounts of information rather than being overloaded with too many ideas at once.

At the beginning of each module, a shaded gray box highlights a **"BOTTOM-LINE" statement about equity.** ATE programs, student activities, and how these are interrelated with the world of work.

Handouts are of two kinds—topic-related and career-related, and are not for students to just file in a notebook. It is important that this information is processed and that students deal cognitively and affectively with the facts. When student handouts are used, ensure that authentic assessment with a goal of changed, personal behavior on the part of both men and women students occurs as well. Possible questions might be: "Why is (a certain question) on the quiz so detrimental to women?" OR "If you saw a male colleague harassing a female employee, what would you do? Why?" The students' answers do not always mean they will do what they suggest, but the problem is brought to their attention. Again, students deserve a chance to respond to these facts consciously, to express surprise or dismay, and to question why. The students should consider what can be done to eradicate society's unfair biases.

In summary, research indicates that bias in classroom interaction inhibits student achievement and that training to eliminate gender bias results in better teaching. This trainer's guide will be reviewed and updated continually. Please return any comments and ideas to the State Equity Specialist or Regional Gender Equity Coordinators:

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Module 1

Fairness Does Not Mean Sameness

This unit provides a framework and introduction to equity terminology and issues, the opportunity for pre-assessment, and practice in evaluating mindsets and frozen perceptions about bias in educational practices.

- History of Gender Equity 2

- Pre-assessment Worksheets:
  1. "Am I A Fair Teacher?" 4
  2. "What Are My Values and Beliefs?" 5
  3. "Do I Limit Options or Eliminate Barriers?" 6

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- Overhead and Handout Section

Introduction

A Historical Overview of Gender Equity:

Equality

Individual Development

Partnership

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Resource Material

In 1972, Title IX of the Education Amendment was passed, prohibiting discrimination on the basis of sex in educational programs receiving federal funds. Since that time, gender equity has seen some changes in goals.

Equality

In the beginning, the emphasis was to equalize education by making everything the same for boys and girls.

RESULT: If equality is the only focus, it doesn't work—and causes defensiveness. We worry about who got deprived first, worst, etc., and we stay stuck. In the course of figuring out who gets the help, we get competitive about our difficulties. "If you think you have problems, you should listen to mine." People see this as taking away from one gender to give to the other.

In reality, creating sameness may not make things fair. The confusion between equality and sameness must be untangled, because it has now become abundantly clear that in many domains the assumption of sameness has led to unfair and unequal results. Evaluating what is fair (equitable) needs to be part of the emphasis, but not all. Also, a focus only on female inequities overlooks the harm of stereotyping males.

Individual Development

With the establishment of state equity offices throughout the U.S. and the addition of Carl D. Perkins funding (1984), the emphasis of gender equity moved to another goal: individual development—and how sex stereotyping limits career options for women and men.

RESULT: Opening computer labs and shop classes for girls and home economics classes for boys did not result in much difference, although change is slowly occurring. Girls did not automatically enter classes filled with boys and vice-versa. This often caused isolation rather than integration. Approaches were not evaluated to eliminate unequal consequences. Social barriers and how educators subtly discouraged (or recruited) diverse students to their

Individual Development (cont.)

classes were not identified. We discounted what happens when a girl or boy observes that she or he is the only one in the class, is teased, or sees only role models of the other gender in curriculum and career materials.

Focus on individual development is part of the emphasis. It is important for students to prepare themselves for careers of choice rather than circumstance.

Partnership

Across the nation, schools and equity centers are evaluating the effects of equalizing the school environment for males and females and moving in the direction of partnership by helping students learn to work in a relaxed, professional manner with members of the other sex in a diverse workplace. This means evaluating well-intentioned, unconscious behaviors that play the boys against the girls. It means looking at the words we use which foster bias, stereotypes, discrimination, and opposition.

RESULT: We see more cooperative learning, interaction, and participation. We begin to say to our students, "I want to be one who helps you learn to work in a relaxed, comfortable, professional manner with members of the other gender." We start recognizing our own multicultural heritage as we reach out to others who are different from us. We start building bridges of understanding and support into the educational process.

(Source: Amanda J. Smith, The Sexes Working Together, 1991)

BOTTOM-LINE of Equity Training:

- ***To promote applied technology programs.***
- ***To encourage integration of disciplines, thus helping students see connections between courses and the world of work.***
- ***To help ALL students develop marketable skills.***
- ***To help students see long-term effects of bias on their perceptions about careers.***

Resource Material

NOTE to Trainer: The three broad areas of equity addressed in these curricular materials include:

1. Evaluating fairness.
2. Exploring a variety of career options available.
3. Promoting partnership.

After a short introduction to the history of gender equity, choose one of the following three pre-assessments for participants to work through. (There is a pre-assessment form specifically for counselors in the Handout Section, p. OH 1-3.) At the end of the inservice, have participants review their answers in pairs to determine: (1) what they do best, and (2) one area they could work on to improve.

Questions to use for discussion after completing Pre-assessment #3:

1. What do I do now?
2. Do I believe this now?
3. Do I practice this now?

(The Bottom-Line of Equity Training is in the Overhead Section, pp. OH 1-1.)

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Pre-assessment 1

Am I A FAIR TEACHER?

After combing through research and training material on sex equity, authors Carol Darling and Steven Sorg have designed this checklist for the "gender/ethnic-fair" teacher.

1. Do I monitor my own classroom behavior, language, voice tone, and nonverbals for stereotypes and sexist generalizations? Yes— Sometimes— No—
2. Do I use gender-fair language, avoiding "he" and "she" when referring to specific workers (such as "he" for welders and "she" for nurses)? Yes— Sometimes— No—
3. Do I search for instructional materials that depict multi-cultural women and men in a variety of occupational and recreational activities? Yes— Sometimes— No—
4. Do I support students who are enrolled in applied technology programs not traditional for their gender/ethnic group? Yes— Sometimes— No—
5. Do I encourage all students to develop leadership skills through participation in applied technology student organizations? Yes— Sometimes— No—
6. Do I encourage students to make career decisions based on skills, abilities and goals, and not on gender/ethnicity? Yes— Sometimes— No—
7. Do I infuse equity topics into the curriculum, such as sexual harassment, racial/religious/etc. discrimination, sex-role stereotypes, and sex discrimination? Yes— Sometimes— No—
8. Do I provide opportunities for male and female students to work together on teams to solve problems? Yes— Sometimes— No—
9. Do I provide attention, instruction, feedback, academic criticism, and praise to students of both sexes? Yes— Sometimes— No—
10. Am I consistent in student achievement expectations for female and male students regarding grading, discipline, and behaviors? Yes— Sometimes— No—
11. Do I mandate that students treat each other as equals, with respect? Yes— Sometimes— No—

(Adapted from Vocational Education Journal, March 1993, p. 20.)

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Pre-assessment 2

What Are My Values and Beliefs?

1. Do I find myself taking a different tone of voice with a girl than with a boy or with a person of different ethnicity?	Yes— Sometimes— No—
2. Do I ever discourage a girl from going after a career—like carpentry or engineering—in which there are few women?	Yes— Sometimes— No—
3. Do I expect boys to be more competitive or athletic than girls?	Yes— Sometimes— No—
4. Do I react (perhaps "feel funny" inside) when I hear that a boy wants to pursue a career as a nurse or become a secretary? Would I discourage such aspirations in a boy?	Yes— Sometimes— No—
5. Do I present careers to a girl as something to fall back on in case she needs it after marriage?	Yes— Sometimes— No—
6. Do I expect girls to be better at literature and writing than boys?	Yes— Sometimes— No—
7. Do I treat females and males and different ethnic groups similarly with regard to:	
• Standards for dress and appearance?	Yes— Sometimes— No—
• Application of classroom rules and privileges?	Yes— Sometimes— No—
8. Do I give similar encouragement to females and males in identifying strengths and assets?	Yes— Sometimes— No—
9. Is my language free of sex bias with regard to:	
• Use of masculine terminology to refer to all people?	Yes— Sometimes— No—
• Use or acceptance of derogatory terminology to refer to members of either sex?	Yes— Sometimes— No—
• Use of word order which consistently places males first (he or she, boys and girls, men and women)?	Yes— Sometimes— No—
10. Do I interact with females, males, and different ethnic groups similarly with regard to:	
• Maintaining eye contact with them?	Yes— Sometimes— No—
• Considering their points of view?	Yes— Sometimes— No—
• Waiting for answers to questions?	Yes— Sometimes— No—
• Interpretation of their nonverbal communication?	Yes— Sometimes— No—
11. When using educational materials in the classroom, do I:	
• Identify and point out bias in the materials?	Yes— Sometimes— No—
• Make certain my bulletin boards or other visual displays in the classroom avoid bias?	Yes— Sometimes— No—

(Adapted from: Susan Jones Sears, The New Plus: Creating a Sex-Fair Environment, Ohio State University, 1984.)

Pre-assessment 3

Do I Limit Options or Eliminate Barriers?

For many students, gender and ethnic differences limit options. Teachers communicate, both consciously and unconsciously, the attitudes with which they were raised. Based on your answers to the following questions ask, "Am I limiting the options of students in my classroom because of the messages I send them?"

1. Was I taught at an early age that boys don't cry and girls don't yell? Yes— Sometimes— No—
2. Did my parents applaud or discourage my behavior on the basis of gender-role stereotypes? Yes— Sometimes— No—
3. Did I go to a school where boys took shop and girls took home ec? Yes— Sometimes— No—
4. Did I ever hide or abandon an interest because I was afraid of being teased about it? Yes— Sometimes— No—
5. Was my career choice influenced by gender-role/ethnic stereotypes? Yes— Sometimes— No—
6. Have I ever said (or thought) of my female students, "Girls don't do that; it isn't ladylike?" Yes— Sometimes— No—
7. Have I ever thought that a male student was too "sensitive" or a female student too "tough?" Yes— Sometimes— No—
8. Would I feel differently toward a male student who takes ballet lessons compared to one who plays football? Yes— Sometimes— No—
9. Would I encourage females in my class to try out for a contact sport such as soccer or basketball? Yes— Sometimes— No—
10. Am I uncomfortable if my students don't conform to society's expectations for their gender/race? Yes— Sometimes— No—
11. Am I disappointed if my students do conform to all of society's expectations for their gender? Yes— Sometimes— No—
12. Has anyone ever told me that I don't or shouldn't do something just because I'm male, female, or of a different ethnic group? What was it? Yes— Sometimes— No—

(Source: Dr. Eileen Bunderson, 1993)

Definitions

Gender:

refers to the social, cultural, and psychological aspects—norms, stereotypes, and roles considered typical for females and males.

Bias:

behaviors resulting from the spoken or unspoken assumption that one group (gender or race) is superior to the other.

Stereotypes:

behaviors, abilities, interests, values, and roles attributed to a person or group of persons on the basis of their group (gender, race, or physical ability); an oversimplified description of a group of people.

Discrimination:

any action which limits or denies opportunities, privileges, roles, or rewards on the basis of a person's group (gender, race, or physical handicap).

Ethnicity:

common customs, characteristics, culture, language, etc., of a group of people.

Gender Roles:

a set of behaviors based on gender that make up a role: e.g., father, mother, employee, breadwinner, housewife.

Gender Norms:

behaviors, beliefs, and attitudes appropriate for girls, women, boys, and men, as prescribed (decided) by a society.

Prejudice:

an opinion for or against something or someone without adequate basis; a feeling or attitude of hostility, dislike, fear, or anxiety.

Race:

people in one of the major groups in society who are distinguished by their physical characteristics; e.g., skin color.

Applied Technology (ATE) or Vocational Education:

organized educational programs related to the preparation of individuals in employment in current or emerging occupations requiring other than a baccalaureate or advanced degree.

Equity:

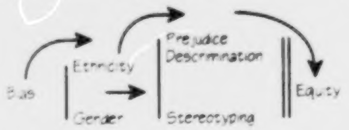
fairness.

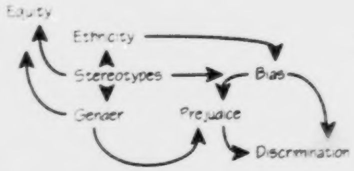
Resource Material

NOTE to Trainer: Either of the following ideas could be used to introduce these terms. The definitions establish a common framework from which to explore equity issues. The term "gender" is preferred, rather than the term "sex," which refers to the biological reproductive system. Have participants share their ideas in pairs or groups of 3-4 to get them involved.

Clustering

To begin with, have participants use the following words: bias, discrimination, equity, ethnicity, gender, prejudice, and stereotypes. Write a specific term in the middle of a blank page and circle it, or draw your diagram some other way. Then brainstorm how this particular term interconnects with others. Every word or phrase may also have lines and circles radiating from it. You may add other words. Once the diagrams are completed, have participants share these with the group and look for commonalities. (Two examples are shown below.)





First Thought

Intentionally ask for premature thinking in order to help participants focus on and clarify what they need to learn. Phrase the question as open-ended when giving the assignment; e.g., "What do you think this means?" There is no wrong answer, since the participant is merely explaining his or her own thinking.

Question: After you have discussed these definitions, ask, "How do these affect work, career, and life options?"

Benefits of Learning this Information

Listed below are nine benefits of learning this information. This is not intended to be a complete list, but rather a sampling of positive effects. Can you think of any other benefits?

1. As teachers become more aware of how they interact with students in the classroom, participation ratios of boys and girls become more equal, communication skills improve, and students' self-confidence grows.

2. Educators choose to engage students in different ways than before, rather than reacting to student behavior. For example, teachers will think of ways to engage silent or disruptive students in the classroom.

3. Educators clarify their own mindsets and become open to new perspectives.

4. Educators and students recognize and discuss the subtle, usually unarticulated, assumptions and bias reflected in our interactions with each other.

5. Students internalize attitudes and skills that promote working in a relaxed, professional manner with people regardless of gender, race, or physical challenge.

6. Students integrate other ways of thinking in problem solving and daily life.

7. Students become more aware of gender equity and multicultural issues.

8. Students make career choices based on abilities and interests, rather than circumstances and stereotypes. They recognize the need to be serious about a career path regardless of gender.

9. Students can learn to respect and appreciate cultural differences and other points of view (although they may not agree with the latter).

Resource Material

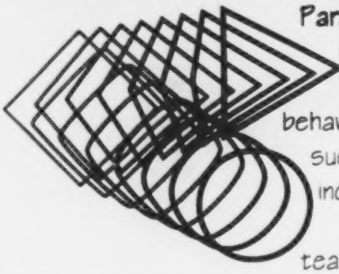
NOTE to Trainer: "Use a Circular Response" to request information from each participant describing benefits they think are available through study of these materials.

Circular Response

This is a strategy of asking each person in the room for a spontaneous one-word response to the information being studied. It needs to be OK for participants to use the same word. This is a quick way to preassess participants' attitudes before moving into new material or to evaluate attitudes, feelings, or progress at the end of a presentation. It is also a way to learn what silent participants think.

An alternate strategy is to have participants write down a word or phrase before sharing it with the group.

Analyzing our Mindsets



Paradigms are sets of rules we use to set boundaries for ourselves. We then use these rules to instruct us on how to behave inside the boundaries so that we're successful. Similar descriptive terms include "mindsets" and "overlay."

Think of the punched test overlay some teachers used when correcting tests. The holes were punched over the right answers and you could easily mark the wrong answers. In a similar manner, we "overlay" our perceptions on how we view the world around us. This is an illustration of how we perceive information and "filter" it through our senses. Those filters let data that support our paradigm through very easily. But data that disagree with our paradigm have a difficult time getting through. We often end up seeing only a portion of the world.

We live in a world of intense and rapid change. In science, technology, medical research, business, social relations, educational practices, and economics, our lives are challenged continually. Traditional ways of dealing with situations and people are questioned in many disciplines, including education. **In addition, we may consciously make the effort to be fair to individual students in our classrooms, and unconsciously interact with them in ways that are unfair.**

As human beings, we are often resistant to change. Fearing the unknown, we prefer the comfort of the familiar. It is easy, when faced with a need for change, to freeze our perceptions and even become defensive when someone else suggests a "better" idea.

When we are able to change our perceptions, and emotionally "let go" of the way we think things have to be, we begin the process of "paradigm shifting." In order for this process to be effective in our classrooms, we need to step back and observe what happens when we close our minds to new ideas and ways of thinking. (Source: Joel A. Barker, "The Business of Paradigms" video.)

Resource Material

NOTE to Trainer: Use one or two of the following stories or concepts to illustrate or expand this idea of paradigms, frozen perceptions, or mindsets. End the discussion with specific questions from page 16 about education.

Arithmetic Test, p. 10 (Also in Handout Section)

The Czar's Sentry, p. 11 (OVH)

Spring-wound vs. quartz-movement watches, p. 12

Federal Express and overnight mail, p. 12

Fractal geometry, p. 13 (OVH)

History of Women and Education, p. 14

Elephant and the stake, p. 16 (OVH)

Now what about Education???, p. 17 (OVH)

A caution: Sometimes people think, because they've changed one or two rules inside their paradigm, that they've changed the paradigm. They haven't. If you think you have a paradigm shift, two things must have occurred. First, the boundaries have been substantially changed. And second, the measures of success are substantially different.

(Source: Joel A. Barker, "The Business of Paradigms" video.)

Arithmetic Test

In the following simple arithmetic problems, a plus (+) sign means to multiply, a divide (÷) sign means to add, a minus (-) sign means to divide, and a times (x) sign means to subtract. Complete the problems following these directions.

8 + 2 =
4 x 3 =
9 - 3 =
4 + 4 =
12 x 2 =
9 ÷ 1 =
2 x 1 =
12 + 2 =
8 + 5 =
17 x 2 =
16 - 4 =
6 ÷ 2 =
8 - 4 =
18 - 3 =

9 + 1 =
6 - 2 =
7 x 4 =
8 - 4 =
20 - 10 =
5 + 6 =
10 - 5 =
6 ÷ 6 =
6 + 6 =
14 ÷ 7 =
8 x 2 =
8 + 4 =
6 + 7 =
8 + 2 =

14 - 7 =
6 x 5 =
8 + 3 =
7 x 2 =
9 + 2 =
8 - 4 =
9 + 6 =
1 ÷ 1 =
8 x 7 =
13 - 1 =
9 ÷ 9 =
10 - 2 =
4 - 1 =
15 x 3 =

(Source: Games Trainers Play, John W. Newstrom and Edward E. Scannell, p. 201)

Resource Materials

When participants have worked the arithmetic test for about 3-5 minutes, have them stop and ask the following questions:

1. Who did all the plus (+) problems first?
2. Why did you do all the + problems first?
3. Who did each problem in order, going back and forth between the instructions and the problems?
4. Why did you go back and forth?

This is a quick example of a paradigm shift—a revolutionary way of thinking about old problems. It is a new insight, an alternative explanation, or discovery which revolutionizes our understanding. We're not suggesting that we change around the arithmetic symbols. In real life, unfreezing perceptions or paradigm shifting opens ways of problem solving by coming up with a different set of rules and regulations that may have been unavailable earlier.

Doing the problems in order was the way we were taught in school. Those who did the multiplication (the ones with the + sign) problems all the way through were shifting to a new way that let them go faster.

Resource Material

The Czar's Sentry

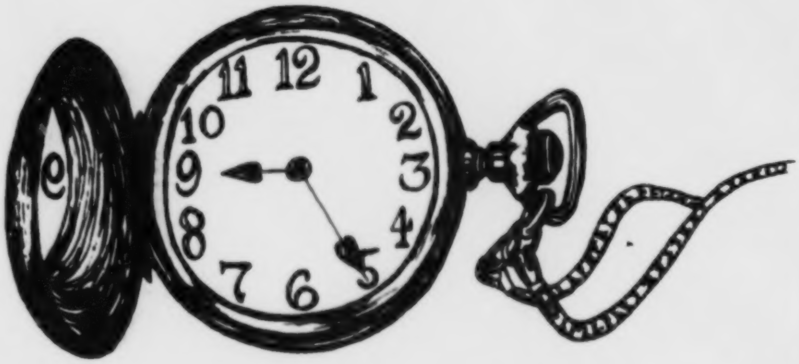
The story is told that in Russia many years ago, a certain Czar came upon a sentry standing at attention in a secluded spot in the palace gardens. "Sentry, what are you guarding?" inquired the Czar. "I don't know, sire," the guard replied. "I was ordered to my post by the Captain of the Guard."

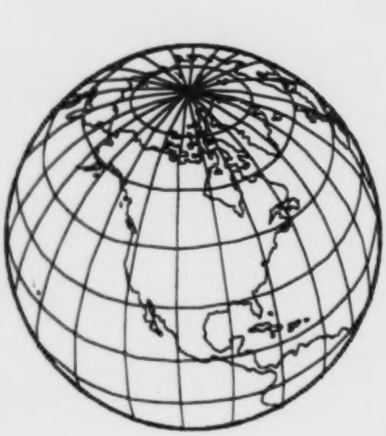
Calling the Captain of the Guard to him, the Czar questioned him concerning the sentry's post. The Captain likewise could only reply that "regulations called for a sentry at that particular spot." Further inquiry revealed that no one at the court could tell why the sentry was there, or what he guarded.

Determined to find the reason for such an unusual post, the Czar ordered the archives to be opened and searched. Finally, it was learned that Catherine the Great many years before had planted a rosebush there, and ordered a sentry to guard it so no one would trample on it. The rosebush had been dead more than a hundred years, but the sentries still kept watch, not knowing why.

NOTE to Trainer: Ask participants for other examples of traditional educational practices; e.g., teacher as lecturer, students attentive, textbook as authority, rows of desks, grades, memorization) before going on to other stories. As you process the examples, ask teachers to consider how these relate to equity practices in education.

Business Examples





FEDEX

FEDERAL EXPRESS

Resource Material

The Swiss Watch Market

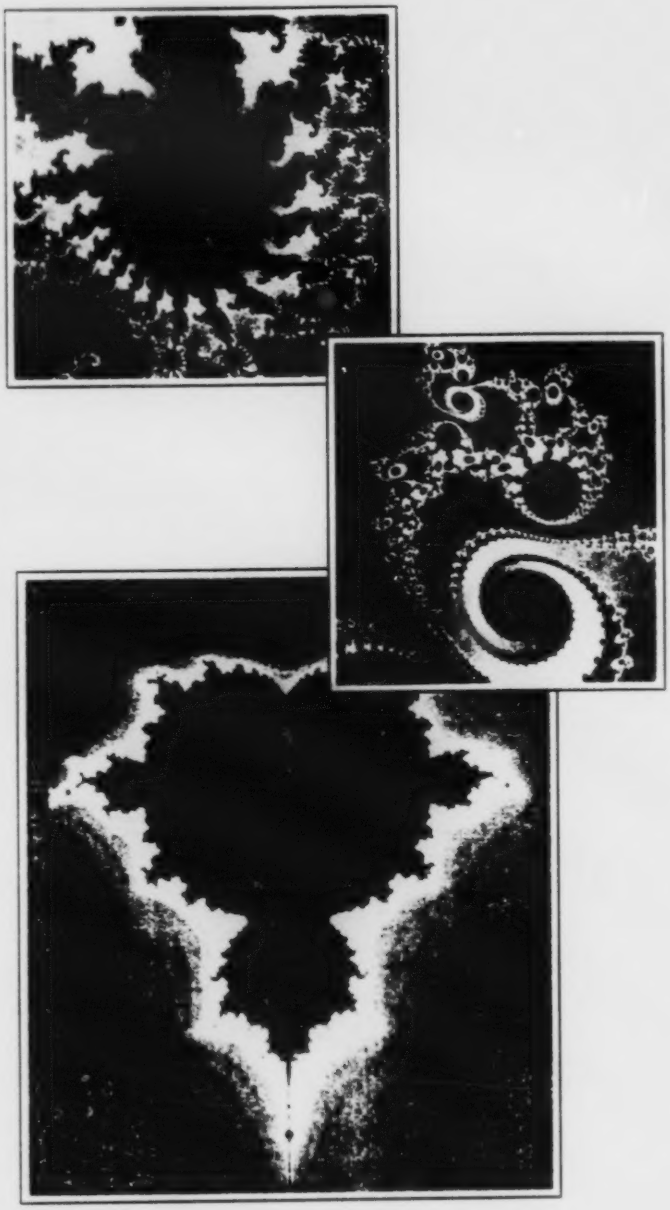
A free market is constantly reinvigorated by freedom from mindset. The old paradigm of spring-wound timekeeping ultimately devastated the Swiss watch industry as the emerging paradigm of quartz-movement watches simultaneously exploded the Japanese watch industry. The Swiss themselves developed the new technology, but didn't think it was marketable, and didn't seek a patent. Their idea was taken and marketed successfully by Japanese and U.S. firms.

The Concept of Overnight Mail

What Federal Express did to overnight mail is another example of a paradigm shift. Naysayers said, "It's simply not possible to deliver something overnight." But Federal Express declared that it was possible and that they would do it every day, and do it perfectly. Now the paradigm has totally shifted. Today, the expectation—the norm—is, "If you can't do it overnight (whatever your business is), something must be wrong with you. FedEx does it all the time." What many considered impossible 15 or 20 years ago is now just the way it's done. (Source: Joel Barker, The Business of Paradigms.)

NOTE to Trainer: Ask participants for other examples of educational practices that seem unlikely to change, before going on to other stories. As you process the examples, ask teachers to consider how these relate to equity practices in education.

Fractal Geometry



Resource Material

Fractal Geometry

Most students think mathematics is a dead discipline, created in the time of Euclid (or, if they know calculus, Newton and Leibniz). Nothing could be further from the truth. Modern mathematics is a living and beautiful discipline, filled with surprises and interesting images. (Source: "Robert L. Devaney, "The Fractal Poster Set," Dale Seymour Publications, 1992)

During the '70s, the world was introduced to the geometry of fractals, exquisite shapes created by simple mathematical formulae that have repeated back on themselves millions of times, plotting the result of each calculation as a point on the computer screen.

After countless repeats, their tracks materialize into form, creating detailed, complex shapes that mimic the complexity and irregularity we see everywhere around us. The straight lines of Euclid have disappeared, giving way to curves and rolls and dimensions that much more closely resemble the shapes of natural objects.

As Benoit Mandelbrot, the discoverer of this new math, says, "Shapes which are not fractal are the exception. I love Euclidean geometry, but it is quite clear that it does not give a reasonable presentation of the world. Mountains are not cones, clouds are not spheres, trees are not cylinders. Almost everything around us is non-euclidean." (Source: Margaret J. Wheatley, "Comprehending Chaos," Brigham Young Magazine, February 1993, pp. 23-24.)

NOTE to Trainer: Ask participants for other examples of educational practices that have changed dramatically (in ATE programs, for example) before going on to other stories (typewriters to computers in business classes, tellers to ATMs, computerized auto systems, etc.). As you process the examples, ask teachers to consider how these relate to equity practices in education.

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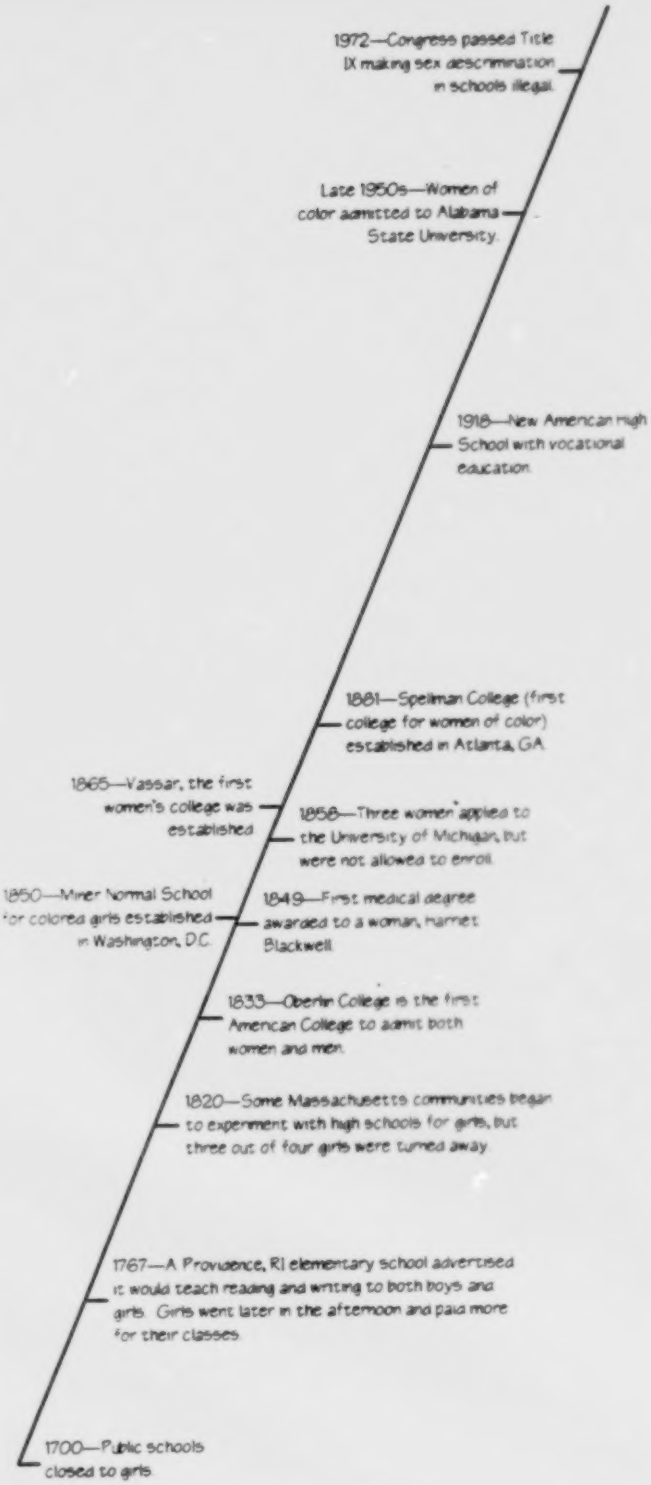
Women and Education



1972—Congress passed Title IX making sex descrimination in schools illegal.

Late 1950s—Women of color admitted to Alabama State University.

1918—New American high School with vocational education.

1881—Spelman College (first college for women of color) established in Atlanta, GA.

1865—Vassar, the first women's college was established.

1858—Three women applied to the University of Michigan, but were not allowed to enroll.

1850—Miner Normal School for colored girls established in Washington, D.C.

1849—First medical degree awarded to a woman, Harriet Blackwell.

1833—Oberlin College is the first American College to admit both women and men.

1820—Some Massachusetts communities began to experiment with high schools for girls, but three out of four girls were turned away.

1767—A Providence, RI elementary school advertised it would teach reading and writing to both boys and girls. Girls went later in the afternoon and paid more for their classes.

1700—Public schools closed to girls.

Resource Material

Today's girls continue a 300 year-old struggle for full participation in America's educational system. Girls were barred from school until the 1700s. When the boys left school for home, girls were smuggled in to receive an hour's worth of instruction. Some schools opened their doors to girls, but with severe restrictions.

In 1833 at Oberlin College in Ohio, women attended the "Ladies Course," a sub-college-level program focused on gender-limited options, segregated from the men. By 1893, separate classes were held for women at Harvard. After the Harvard library closed each evening, messengers obtained books for the Radcliffe women to study that had to be returned before the library opened the next morning.

By the second half of the 19th century, women had proven themselves in higher education. Opponents of education for women needed new ammunition. For a while, craniology provided a biological explanation for the intellectual "supremacy" of males with the idea that brain size revealed intelligence. Other adversaries moved to the reproductive organs to explain why women should avoid education. If they attended school during formative adolescence, blood would be diverted from these reproductive organs to the brain.

In 1918, the Commission on the Reorganization of Secondary Education called for a new American high school. The old curriculum—Latin, Greek, German, philosophy, algebra, etc.—was replaced with vocational education. As the century progressed, new electives that allowed girls to skip courses like math and science proliferated.

In 1972, Congress passed Title IX, a federal law making sex discrimination in schools illegal. Schools began to provide better athletic programs for girls and girls were urged to take more courses in math and science. But many schools did not take the law seriously and disappointments mounted. Although many schools strive for Title IX compliance, the situation is much the same today. (Source: Myra & David Sadker, Failing at Fairness, 1994, pp. 15-41.)

Resource Material

The Elephant and the Stake

When an elephant is small and tied with a rope to a stake, it learns just how far it can move. When it grows up, a small stake and rope can still be used, because the perception, "If I'm tied to a stake, I have to stay put" has frozen.

Sometimes our mindsets can become similarly paralyzing. Or our successful past may block our vision of the future. If we are fearful or unaware, we may find ourselves tied to the small stake of mindsets that does not see the advantages of looking objectively at our teaching style, our interaction with students in the classroom, how we present materials and curriculum, and how we speak to students and each other. We have the opportunity to practice a paradigm shift as it relates to gender and ethnic issues—to analyze our interactions with students for any limits we may place on them because of gender or race. If we don't look, we are no different than the large elephant tied to a small stake it could easily remove, but has been trained to think it cannot.

NOTE to Trainer: Have participants review their Pre-assessment Form in relation to the story of the elephant's stake.

Questions:

1. Do we have mindsets that need review and change?
2. What are some of these?
3. Why do we stay in these mindsets?

If the group is large, have participants break into small groups of 4 to 6 to discuss their answers. Have one person from each group summarize the experience for the whole group before you move on.

Education?

Are my teaching practices
Fair?

Is my teaching
Exclusive or Inclusive?

Does my teaching contribute to
Opposition or Cooperation?

What seems possible to do in your classroom today regarding fairness, inclusion, and partnership that could fundamentally change what you do?

Resource Material

Since the 1980s, a focus on education reform has opened up opportunities to focus attention on restructuring within a multicultural, gender-fair model. We may make assumptions in our educational practices or maintain traditional views when the reasons for those assumptions and traditions no longer exist.

Question: What are some of these assumptions and traditional views?

When we're not aware, our mindsets encourage us to be unfair. In a multicultural, gender-fair model, the intersections of race, class, and gender need to be continually examined in all aspects of education: i.e.,—

The curriculum.
The "hidden" curriculum.
Student-teacher interactions.
Policies.
Assessment and testing.
Institutional norms.
Attitudes of the school staff.

Question: What one thing could you do (which you aren't doing now) that if you did on a regular basis, would make a positive difference in your classroom?

To begin the process, we can examine our own experiences, biases, and stereotypes, and engage in critical dialogue with others. This transformation process challenges and rejects racism and other forms of discrimination and accepts the ethnic, racial, linguistic, religious, economic, and gender differences that students, their communities, and teachers represent.

Research reveals the persistence of gender-based inequities in education. As we create new frameworks, with a multiplicity of voices and meanings and respect for differences of gender, race, and ethnicity, we must explore the social roles and issues of the future for both males and females.

Question: What impact will this have in our classrooms, on our students?

(Source: Katherine Hanson, Director, WEEA Publishing Center, "Restructuring and Gender Equity," NCSEE News, Vol. 92-93, No. 3, April, p. 5.)

A Historical Overview of Gender Equity

Equality

Individual Development

Partnership

Bottom Line of Equity Training

- TO PROMOTE APPLIED TECHNOLOGY PROGRAMS.
- TO ENCOURAGE INTEGRATION OF DISCIPLINES.
- TO HELP ALL STUDENTS DEVELOP MARKETABLE SKILLS.
- TO HELP STUDENTS SEE LONG-TERM EFFECTS OF BIAS ON THEIR PERCEPTIONS ABOUT CAREERS.

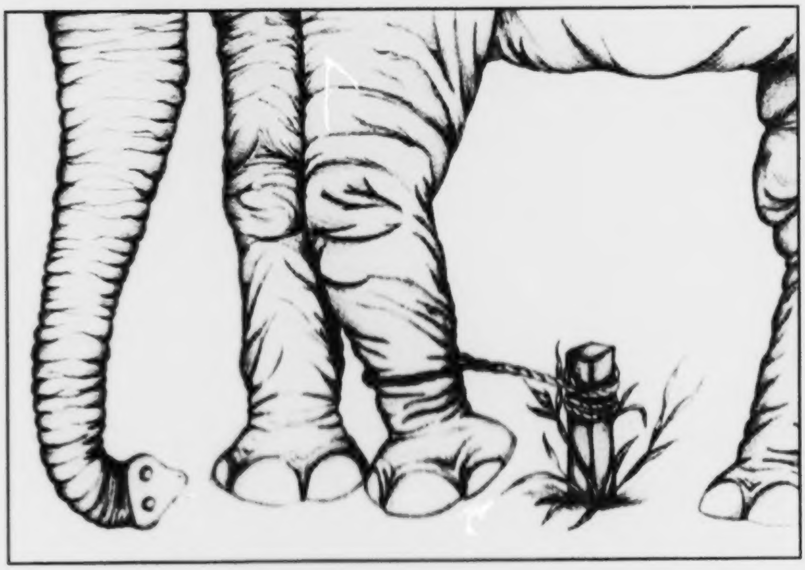
- TO HELP US RECOGNIZE ATTITUDES THAT LIMIT OPTIONS FOR OUR STUDENTS.

- TO HELP GIRLS STOP UNDERESTIMATING HOW MANY YEARS THEY WILL SPEND IN THE PAID WORK FORCE, WHICH CAUSES THEM TO SCALE BACK ON PLANS TO DEVELOP THEIR POTENTIAL.

- TO HELP TEACHERS, COUNSELORS, AND PARENTS STOP UNDERESTIMATING HOW MANY YEARS GIRLS WILL SPEND IN THE PAID WORK FORCE.

Paradigm Shifts

- We all have mindsets
- We filter out information that does not agree with our mindset and see only a portion of the world.
- When we let go of old mindsets we are able to see new ideas.
- This is called a paradigm shift.



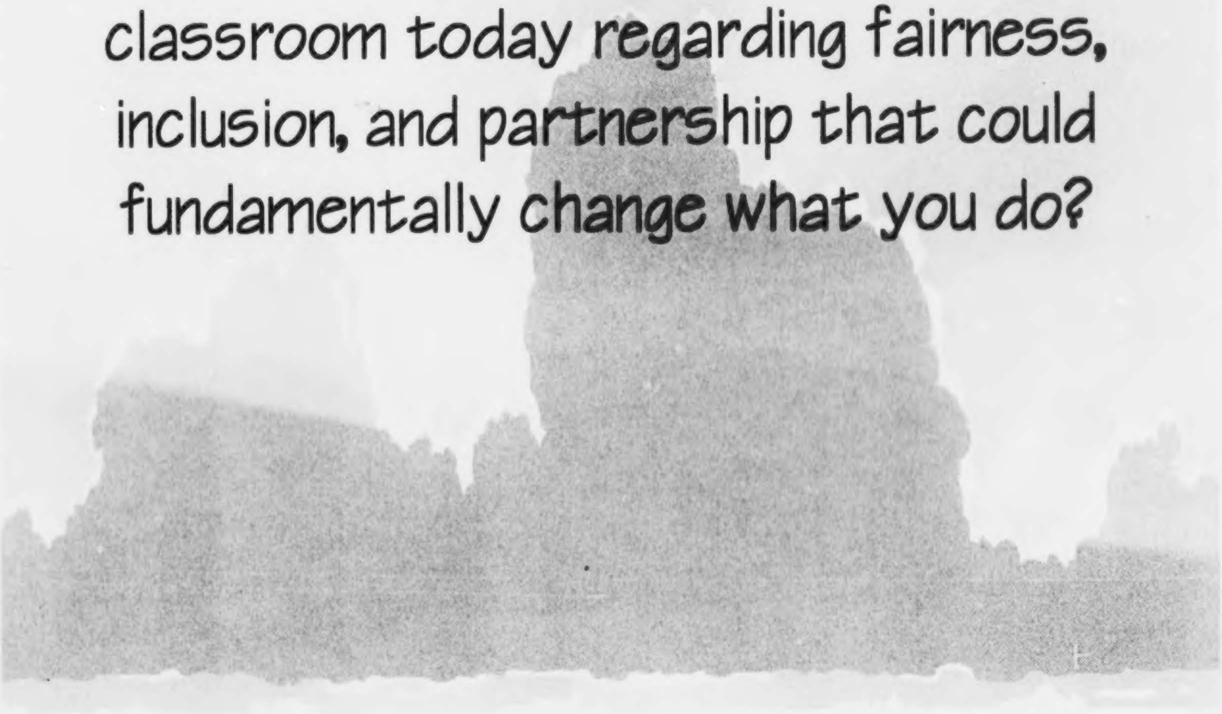
Education?

Are my teaching practices fair?

Is my teaching exclusive or inclusive?

Does my teaching contribute to opposition or cooperation?

What seems possible to do in your classroom today regarding fairness, inclusion, and partnership that could fundamentally change what you do?



MECCA Overhead/Handout

PRE-ASSESSMENT FOR COUNSELORS

DIRECTIONS: Read each question or statement. Circle your response - ALWAYS, OFTEN, or RARELY - in the appropriate column, estimating how often you engage in the practice.

1. I encourage all students to make academic, career, and personal decisions on the basis of individual abilities, interests, and values rather than on the basis of gender.	Always	Often	Rarely
2. I encourage students to pursue a career even though the people in that field are primarily of the other sex.	Always	Often	Rarely
3. I discuss job salaries with both male and female students.	Always	Often	Rarely
4. I point out that typical female jobs means lower salaries than typical male jobs.	Always	Often	Rarely
5. I discuss armed services opportunities with both male and female students.	Always	Often	Rarely
6. I meet with students in programs nontraditional for their gender on a regular basis to support them in their pioneering roles and to discuss any problems that may arise.	Always	Often	Rarely
7. I provide students about to enter the work force with information about employment rights and discrimination laws.	Always	Often	Rarely
8. I encourage male students to explore a wide range of job options, including traditionally female occupations—even if they have already made a tentative career decision.	Always	Often	Rarely
9. I help students understand the changing roles of men and women, and the effect this may have on their work and family life.	Always	Often	Rarely
10. I arrange discussion groups and speakers on the subject of socialization pressures on males.	Always	Often	Rarely
11. I provide realistic information about students' probable job futures (most women can expect to hold paying jobs even if they marry and have families).	Always	Often	Rarely
12. I recognize barriers that young women raise for themselves in response to socialization pressures.	Always	Often	Rarely
13. I review all counseling and testing materials for sources of sex bias, and modify wherever appropriate.	Always	Often	Rarely

(Source: Improving Sex Equity in Postsecondary Technical Programs: A Resource Manual, May 1988. Austin, TX: North Texas State University, p. 93.)

Arithmetic Test

In the following simple arithmetic problems, a plus (+) sign means to multiply, a divide (÷) sign means to add, a minus (-) sign means to divide, and a times (x) sign means to subtract. Complete the problems following these directions.

8 + 2 =
4 x 3 =
9 - 3 =
4 + 4 =
12 x 2 =
9 ÷ 1 =
2 x 1 =
12 + 2 =
8 + 5 =
17 x 2 =
16 - 4 =
6 ÷ 2 =
8 - 4 =
18 - 3 =

9 + 1 =
6 - 2 =
7 x 4 =
8 - 4 =
20 - 10 =
5 + 6 =
10 - 5 =
6 ÷ 6 =
6 + 6 =
14 ÷ 7 =
8 x 2 =
8 + 4 =
6 + 7 =
8 + 2 =

14 - 7 =
6 x 5 =
8 + 3 =
7 x 2 =
9 + 2 =
8 - 4 =
9 + 6 =
1 ÷ 1 =
8 x 7 =
13 - 1 =
9 ÷ 9 =
10 - 2 =
4 - 1 =
15 x 3 =

(Source: Games Trainers Play by John W. Newstrom and Edward E. Scannell, p. 201)

ATTITUDES TOWARD WORK

1. How do you feel about the whole idea of work? Circle the number on the following scale which most closely represents your feelings.

Hate Work											Like Work
1	2	3	4	5	6	7	8	9	10	11	12

2. How important will your work be compared to your present or future family concerns? Circle the number on the scale below that most closely represents your feelings.

Family All-Important											Work All-Important
1	2	3	4	5	6	7	8	9	10	11	12

3. If and when you go to work, will your primary objective be intrinsic (e.g. self-fulfillment, use of abilities, personal satisfaction, etc.) or will you be seeking extrinsic objectives (e.g. external rewards such as money, security, power, recognition)?

Intrinsic											Extrinsic
1	2	3	4	5	6	7	8	9	10	11	12

4. Would you work if you didn't have to? ( ) Yes ( ) No
Explain.

5. Do you expect to be fulfilled by your career? ( ) Yes ( ) No
Explain.

6. Do you make a distinction between work and leisure? Explain below.

7. If you were to decide not to work (that is, if you had the choice to not work for a living), how would you spend your time? Explain.

8. What are your chief priorities outside of work?
a.
b.
c.
d.
e.
f.

(Source: The Inventurers: Excursions in Life and Career Planning. Janet Hagbert and Richard Leider, 1978.)

OH 1-10

INTEREST INTERVIEWING FORM

What do you want to do for the rest of your life, or maybe just part of it? You may want to become a fashion designer, a history teacher, a pediatrician, or a landscape architect. You may not really know if that's what you want unless you talk to someone in that field. Through networking, you can make contact with a variety of people to let them know about you and find out about what's out there in the world of work.

Begin your own networking system by compiling a list of every person or company who is doing something you find interesting. Talk to friends, family, everyone you know. Then contact the person or company, explain you would be interested in any information or advice they could give you, and arrange an appointment for a short meeting. Use the following sample questions as a guideline:

1. Why did you choose this occupation?
2. How did you get into this line of work?
3. What training or education is required for this occupation?
4. Knowing what you know now, would you select the same career?
5. What is the job outlook in this field?
6. What do you do during a normal work day?
7. What are the average annual earnings of persons in your field?
8. What do you enjoy most about your work?
9. What are the primary problems you face in your job?
10. What skills, attributes, or qualities have you found most helpful in handling these problems?
11. What do you enjoy least about your work?
12. Where would you suggest I start?
13. Who else could I talk to about opportunities in this field?

Get a basic description of several jobs in different organizations to help you determine what you would like. Keep careful records of what you learn from each contact person. Follow up each interview with a thank-you letter and, when appropriate, keep your contacts up-to-date on your job search progress.

(Source: Adapted from Looking out for Life: A Teacher's Guide for Introducing Nontraditional Careers. Trudy Kowallis & Russell T. Osguthorpe. 1982, p. 71.)

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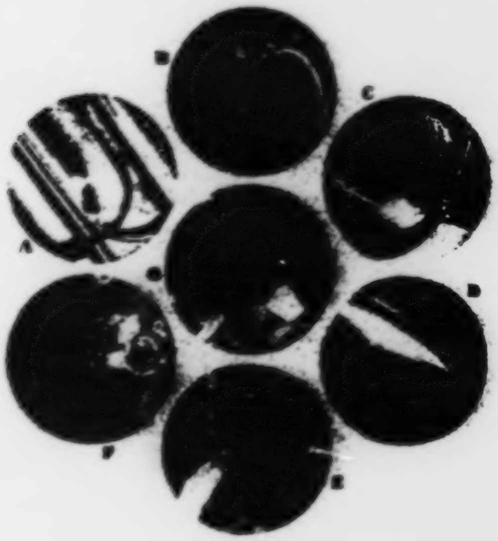
Module 2

Bias as a Pattern Hurts

Without examining our biases, we cannot move beyond them. Oftentimes without meaning to, our biases define one group better than another. Our unconscious biases may unintentionally limit options, marginalize some students' experiences, and encourage stereotypes. This unit provides opportunities for identifying unconscious biases that limit student options.

- A Look at Perceptions 2-2
- Labeling Activity 2-3
- Examples of Societal Patterns of Bias 2-4
- Possible Solutions for Hurtful Patterns of Bias 2-5
- Six Forms of Bias 2-6
- Curriculum Rating Form 2-7
- "The Necessity of Supplementing the Textbook" 2-8
- We Create a Space for Intolerance 2-9
- Teaching Strategies 2-10
- Overhead and Handout Section

A Look at Perceptions



BOTTOM-LINE of Equity Training: One reason for looking at bias is the long-term effect on students' perceptions of careers, options, and plans for the future. As educators, we also pass on attitudes and perceptions to our students. We have more influence than we think.

Resource Material

Note to Trainer: Either of the following ideas could be used to introduce this module on bias:

7-Picture Puzzle

Sometimes when we get too close to something, we find it harder to perceive what the object is, as with the seven puzzle pictures in this overhead. We can get too close to our classroom and our students, and forget to step back and accurately perceive the bigger picture.

Question: What would the "bigger picture" include?

In this module, we will look at bias and stereotyping from several different angles, just as you would view your classroom differently if you stood at the back of the room. You will consider your own perceptions of bias and identify misconceptions or contradictory information.

Question: Why do this?

Question: What could be the result of subtle patterns of bias?

Take a minute and identify what each of the figures in the overhead represents.

Answers:

a. Beaters
b. Ferris wheel
c. Fishing reel
d. Frisbee
e. Yo-yo
f. Sprinkler
g. Pinwheel

First Impression:

Ask participants to answer the following questions about the presenter:

1. How old am I?
2. What is my marital status?
3. How many dependents do I have?
4. What is my shoe size?
5. What kind of music do I enjoy?
6. What is my favorite participation sport?
7. What kind of car do I drive?

Question: If I put on glasses (or took them off) or was in a wheelchair, would some of these answers change?

Question: Why did you do this when you don't even know me?

(Every question you've answered is illegal on a job interview.) We all automatically categorize and label each other.

Labeling Activity

Congratulations! You have survived the plane crash. The only problem now is that you are stranded on a mountain with limited supplies and cold weather conditions. You won't last long, so some decisions have to be made. Together with your group, develop a plan for survival. Should you decide to start hiking (which would probably be a good idea), you can only take three of the following items. Decide which items to take with you:

Six chocolate bars
Steel wool
First aid kit
Wool blanket
Hand gun and bullets
Batteries
Compass
Axe
Radio
Knife
Small bottle of aspirin
Loaf of bread

Resource Material

Note to Trainer: Prepare adhesive labels with one of the following six statements written on each label (OH 2-2): *smile at me, laugh at me, ignore me, stare at me, agree with me,* and *disagree with me.* Make enough labels so that everyone in the class receives one.

Divide the class into circles of 6 (if necessary, a group of 5). Place a label on each person's forehead so that each person can see other labels, but not their own.

Display (OVH, p. OH 2-1)) and read aloud the plane crash scenario for the class. Tell them they must decide which supplies to take in order to survive, and also honor the label on each person's head. For example, if my label says "tease me," the members in my group must tease me every chance they get. Instruct the class that their survival depends on choosing the right items to take along. There is a correct answer.

Give the group about 5 to 7 minutes to decide what they will do. Circulate among the groups to make sure all the rules are followed. When time is up, ask each group what they decided to take with them.

The correct answer, incidentally, is: chocolate bars, compass, and wool blanket. (This is not the focus of the activity, of course.)

Conduct a class discussion using the following processing questions:

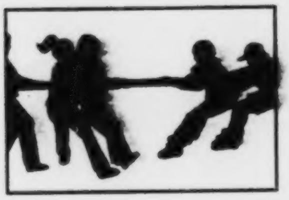
1. How were you treated during the activity?
2. How did you feel about yourself during the activity?
3. When did you realize what your label said?
4. If you realized that you were wearing a negative label (such as "ignore me," "disagree with me," or "stare at me"), did you feel like giving up and not participating?
5. How did the labels get in the way of communication and the productivity of the group?
6. What are some of the labels people wear in life? Do we choose our labels or does our society or culture choose them?
7. What biases do you see in the classroom?

Bias as a Pattern Hurts

1. **Reinforcing differential treatment.**
Examples:

Solutions:

2. **Playing boys against girls.**
Examples:



Solutions:

3. **Fostering a division of labor.**
Examples:

Solutions:

Resource Material

Note to Trainer: Have participants separate into 3 groups to brainstorm examples of these forms of harmful bias and possible solutions. Remember that every answer, however unusual, is a possibility. Have each group share their examples and solutions with the whole group. Use the following information as an introduction.

1. Differential Treatment

Biased behavior in any form has significant impact, and when it becomes a pattern, may prove harmful. Research has shown that when parents or teachers are involved with boys and girls, certain patterns of unconscious bias result.

Researchers in a study on the preschool level, for instance, found that teachers were twice as likely to give male students detailed instructions on how to do things for themselves. With female students, teachers were more likely to do it for them instead. This same behavior was found in studies at a Coast Guard Academy. Instructors were giving detailed instructions to male students on how to accomplish tasks, but were doing the jobs and operating the equipment for the female students.

2. Playing One Gender Against Another

Human beings tend to divide the world and its inhabitants into pairs of opposites. When we think of women and men as opposites, we overlook other factors influencing us, such as race, class, culture, and age. We forget what philosophers call "the law of the excluded middle," which is where most men and women are found in terms of their qualities, beliefs, values, and abilities.

Thinking in opposites may be a comfortable habit, but it twists differences that do exist between men and women into stable, permanent qualities. And it obscures the fact that women and men change over a lifetime.

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Some Solutions for Hurtful Patterns of Bias

1. Teach all students home and work skills, that it's OK to ask questions, and that they can figure things out on their own. Teach them how both men's and women's cultures operate, and choose the best of both worlds.

2. Recognize that there is rarely a true stereotype. Usually SOME people fit the stereotype and SOME do not. We need to get away from saying "all," "everyone," etc., and use the word "some." For example, "**some** of our students act this way **some** of the time."

3. One suggestion that helps us assess whether a practice or activity is biased or not is to shift to race to see how a phrase sounds. If the issue by race is hurtful or unacceptable, it isn't good by gender, either. If one gender is stereotyped in a given situation, substitute the other gender and see how it sounds.

4. Use gender-neutral words, such as "participants," "students," "colleagues," "faculty," "all of us," etc.

5. Start noticing "boys-against-girls" jokes and putdowns, such as: "Women are all just like that," OR "Men! Will they ever learn!"

6. Refer to or use the term, "the other sex," rather than "the opposite sex."

7. Teach everyone basic skills: e.g., how to change a diaper, and how to change a tire. Let everyone have a turn setting up the VCR, cleaning the blackboard, bringing a treat, etc.

Resource Material cont.

Finally, thinking of the sexes as opposites implies that women and men invariably act in opposition to one another. Yet nothing in the nature of women and men requires us to emphasize difference and opposition. We can emphasize similarity and interdependence. An example of perceived opposition is believing that women are neat and men are sloppy. In actuality, some men and women are neat and some men and women are sloppy, not opposite as some stereotypes would lead us to believe. (Source: Carol Tavris, The Mismeasure of Women, p. 90-92.)

Division of Labor

There isn't a solid division of labor anymore where girls will always do one kind of job and boys another. Disillusionment and misunderstanding are the inevitable consequences of the division of labor. Each style has its benefits and serious disadvantages. The hazard for too many men in their "don't-talk-just-do-it" strategy, as they move from childhood to adulthood, is that they become inarticulate about their feelings. The hazard for women who take care of everyone else and often do not develop an assurance of their ability to be self-reliant, is that they fall into the holes of depression and poverty. (Carol Tavris, p. 268-269.)

Question: If we want men and women to start working together, how do we wish it could be?

It's hard to respect work we've never done. It's also easier to idealize or put down what we've never done. We need to communicate with each other: what's hard about what we do, what's satisfying, what's easy about it, etc.

Question: Does education foster a division of labor between genders?

Question: What are the long-term results of a division of labor?

Six Forms of Bias

Most educators would agree that instructional materials wield a powerful influence on either reducing sex role stereotyping or reinforcing its negative impact. Publishers of educational materials have the responsibility to provide nonbiased products, but many overlook more subtle forms of bias. Shirley McCune and Martha Matthews identified six forms of bias in instructional materials, as follows:

INVISIBILITY: The most common form of bias is the exclusion of women and minority groups in the contents and illustrations used. The significant omission of women and minority groups implies that these groups are of less value, importance, and significance in our society.

STEREOTYPING: By assigning traditional and rigid roles or attributes to a group, instructional materials stereotype and limit the abilities and potential of that group. Stereotyping denies students a knowledge of the diversity, complexity, and variation of any group of individuals. Children who see themselves portrayed ethnically or by gender only in stereotypic ways may internalize these stereotypes and fail to develop their own unique abilities, interests, and full potential.

SELECTIVITY: Textbooks perpetuate bias by presenting only one interpretation of an issue, situation, or group of people. This imbalanced account restricts the knowledge of students regarding the varied perspectives that may apply to a particular situation. Through selective presentation of materials, textbooks distort reality and ignore complex and differing viewpoints. As a result, millions of students have been given limited perspectives concerning the contributions, struggles, and participation of women and minorities in our society.

UNREALITY: Textbooks have frequently presented an unrealistic portrayal of our history and our contemporary life experience. Controversial topics have been glossed over and discussions of discrimination, prejudice, racism, discrimination, oppression, sexism, and intergroup conflict have been avoided. Unrealistic coverage denies children the information they need to recognize, understand, and perhaps some- day conquer the problems that plague our society.

MARGINALIZATION: By separating issues related to minorities and women from the main body of the text, instructional materials have implied that these issues are less important than and not a part of the cultural mainstream.

LINGUISTIC BIAS: Curricular materials reflect the discriminatory nature of our language. Masculine terms and pronouns, such as "mankind" and "he" to refer to both males and females, deny the participation of women in our society. Further, occupations such as mailman or foreman are given masculine labels that deny the legitimacy of women working in these fields. Imbalance or word order and lack of parallel terms that refer to females and males are also forms of linguistic bias.

(Source: Beverly Stitt, Building Gender Fairness in Schools, pp. 58-62.)-

Resource Material

Small-Group Work

Divide into 6 groups of 2-6 people. Assign each group one of the forms of bias listed and give them a large piece of paper to write:

1. A one-word or short phrase that defines that form of bias.
2. Any examples of bias they can think of.
3. Ways they have (or could) overcome this form of bias.

Have small groups share their information with the whole group. If need be, limit sharing to a definition, one example, and one way to overcome bias. (Source: Interweave, Phyllis Lerner.)

Post-It Note Activity

Distribute a handout of 6 forms of bias and split the large group into 6 smaller groups. Each group will discuss and then formulate a one- or two-word definition and examples of their form of bias. A spokesperson will report to the larger group.

Distribute post-its and pens. Have everyone write examples from their own life that fit any of the forms of bias, and have them place their post-it notes where they think the notes fit on larger, labeled sheets. (Allow participants to put their post-it notes where they want without making them change.) When finished, have the group stand and read the personal examples.

Process the exercise with the following questions:

1. How did this experience make you feel?
2. Does hearing about others' experiences with bias change your perceptions?

NOTE to Trainer: This post-it note idea could be used in other teaching situations where anonymity could result in an honest response, or sharing a personal experience in the classroom might be difficult or embarrassing.

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Curriculum Rating Form

For analyzing texts, workbooks, curriculum guides, audio-visual materials, and supplementary materials for equity.

Title of Work________________ Copyright Date____________

Author____________________ Today's Date ____________

Publisher __________________ Evaluator _______________

Select several pages from a text/workbook to evaluate.

	Page	Good	OK	Poor	N/A
1. Avoids stereotyping behaviors, activities, life patterns, personality traits.					
2. Illustrates people in non-stereotyped roles.					
3. Conforms to non-biased language guidelines (e.g. McGraw-Hill guidelines, APA Guidelines).					
4. Includes contributions of females and males of diverse cultures.					
5. Includes factual and historical information pertaining to males and females of diverse cultures.					
6. Gives adequate, up-to-date attention to social issues and problems affecting all women (e.g. pay parity, child care, etc.).					
7. Gives balanced treatment of social as well as military/political history or issues.					
8. Describes a wide variety of career options for all females and males.					

Generally, how would you rate this material for fairness?

Outstanding_____ Good_____ OK_____ Poor_____

Comments:

(Source: Dolores A. Grayson and Pamela R. Miller, GrayMill.)

Resource Material

NOTE to Trainer: Have participants bring a textbook, workbook, etc. with them and use this form to evaluate one textbook or workbook, for equity.

Processing is important. Provide a short amount of time for participants to share their findings and how they will use this assessment with other classroom materials.

Gender Bias: The Necessity of Supplementing the Textbook

When I started teaching in 1981, I used a nearly useless, very ragged American Literature book that could have been brand new when I was in diapers. To say it was gender biased would be to damn with faint praise.

Sometimes I felt I was tilting against an indifferent windmill. And what I wouldn't have given for a Xerox machine in my classroom. (I usually spend my prep period standing in line to photocopy.) Most teachers use handouts to highlight the text; I used the text to highlight my handouts.

Like many English teachers, I found I had to supplement my anthology with handouts if I wanted my juniors to have a complete picture of American literature. Those few women included in my ancient anthology were poorly, if not apologetically, covered.

I wanted to help my students understand that there was more to literature than what was presented in their text. It was necessary they understand that not only female writers, but African and Native Americans also made a contribution that was worthwhile and valuable.

Emily Dickinson, for example, was included as a central poet and given four or five glorious pages. (A male poet of similar status would have had 20 or 30 pages.) A number of other significant women of letters was either omitted or briefly mentioned. I finally explained that our text was a rather biased account of American Literature--that some of the really good stuff had been left out.

The material, I suggested, wasn't presented in an unbiased manner and that was wrong. The editors of our book, however, were only following the pattern of their day. This book was no better or worse than any other textbook published in 1952. "What that meant," I suggested, "is a book should spend as much time on Dickinson as it does on Frost . . . and Frost would want it that way!"

Things have improved. Textbooks today are more fair and gender friendly. Women are getting a more equal shake in high school texts, but there's still a way to go. The path to the photocopy machine is still too worn.

(Source: Michael Rutter is an English teacher at Provo High School and Brigham Young University. He is currently working on a research project which examines gender bias in literature anthologies.)

Resource Material

Note to Trainer: Have participants read through this essay and then think of examples of gender and racial bias from their own field of teaching in curricular materials, textbooks, handouts, lectures, and bulletin boards.

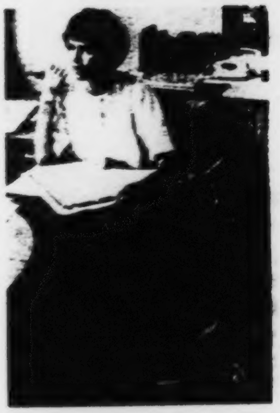
Questions:

1. Identify 2 proactive things the author did.
2. Can you think of any examples where supplementing would be needful in applied technology programs?
3. When our textbooks are biased, how would it help students to know this?
4. What kind of dilemma is caused when students see the textbook's authority questioned?
5. What advantages can this create?

> **"Sexist language and biased materials lose their power when we become aware of them."**

(OH 2-5)

We Create a Space for Intolerance



Resource Material

Intolerance and discrimination take many forms. Familiar forms include sexism, racism, and motor elitism. Less familiar forms include weightism, elitism, attractivism, ageism, heightism, heterosexism, etc.

NOTE to Trainer: Use one of these pictures (or another one that could elicit a judgment reaction) as an introduction to this discussion of intolerance. Ask participants to write a sentence or two on a piece of paper describing their perceptions and feelings about the picture. Have them turn in their papers without any names and read some of them to the class. How they perceive it is OK; there is no way to eliminate assumptions. These are normal but when they are hurtful, unfair, or untrue, we can change them.

We label people and situations according to our biases. (Someone who says they have no biases is not being honest.) It's a way of categorizing the world around us. We do it unconsciously and without meaning to be hurtful. As educators, we want to become conscious and thoughtful about how we label. Every piece of information that comes to us passes through our personal filters. This is how we view the world. It is helpful to examine our filters. If we allow any form of intolerance to exist, we create room for others also.

Questions:

1. Identify results of the various forms of intolerance or discrimination listed above.
2. List solutions and ideas on the board.
3. Have participants pick one idea they will observe in their classrooms this coming week.

Teaching Strategies

1. **Observe patterns of pushing boys and helping girls.** Observe your own interactions with boys and girls, and determine whether you give girls preferential treatment that contributes to learned helplessness. Evaluate whether or not you expect boys to be tough and figure things out all by themselves. Teach them both sets of skills. It's all right to ask questions and they can do anything without help. Ethnic minorities may also be treated to too much paternalism. (More commonly, however, ethnic minorities are treated as invisible.)

2. **Alert students to the issues.** Tell why you are engaging them in different ways in the classroom and why you are making them work together. Let them know that a passive style of learning is limiting. A problem-solver—someone who completes assignments, meets deadlines, does not make excuses, or blame others—is what their future employers are looking for.

3. **Engender curriculum, language, and displays.** Efforts have been made to eliminate sexism and racism from curriculum. Subtle biases remain and our textbooks, workbooks, posters, and other visual materials either contribute to the elimination or support of sexism and racism. Be direct with students about bias. Point out racist or sexist bias in books or materials. Help them learn to identify sources of bias and omissions in the materials.

4. **Identify or develop supplementary materials which can help "correct" some of the bias within available materials.**

5. **Eliminate self-put downs.** If you put yourself down, students will look to that example: "I can't do math; I'm an English teacher!" OR "I can't figure computers out. That's for the business teacher." OR "I can't take care of kids."

6. **Encourage students to broaden their occupational and instructional choices.** Girls can be directed to take science, math, and traditionally male-dominated technology courses. Boys can be encouraged to take business, parenting, and liberal arts electives.

7. **Have students evaluate textbooks for the six forms of bias.** If this seems too abstract, have them write their own personal stories describing how they might have been invisible or stereotyped.

8. **When students begin to recognize bias, have them write letters and send reports to administrators, publishers, and community groups.**

Resource Material

NOTE to Trainer: Have participants choose one or two strategies they will focus on during their classroom experience the coming week.

Labeling Activity

Congratulations! You have survived the plane crash. The only problem now is that you are stranded on a mountain with limited supplies and cold weather conditions. You won't last long, so some decisions have to be made. Together with your group, develop a plan for survival. Should you decide to start hiking (which would probably be a good idea), you can only take three of the following items. Decide which items to take with you:

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Hand gun and bullets
Batteries
Compass
Axe
Radio
Knife
Small bottle of aspirin
Loaf of bread

Smile at me	Smile at me	Smile at me
Smile at me	Smile at me	Smile at me
Laugh at me	Laugh at me	Laugh at me
Ignore me	Ignore me	Ignore me
Ignore me	Ignore me	Ignore me
Stare at me	Stare at me	Stare at me
Agree with me	Agree with me	Agree with me
Agree with me	Agree with me	Agree with me
Disagree with me	Disagree with me	Disagree with me
Disagree with me	Disagree with me	Disagree with me

Bias as a Pattern Hurts

- Reinforcing differential treatment.

- Playing boys against girls.

- Fostering a division of labor.

- Other patterns:

MECCA Overhead/Handout

Six Forms of Bias

- INVISIBILITY
- STEREOTYPING
- SELECTIVITY
- MARGINALIZATION
- UNREALITY
- LINGUISTIC BIAS

SEXIST LANGUAGE AND BIASED MATERIALS LOSE THEIR POWER WHEN WE BECOME AWARE OF THEM.

Test Your Textbooks

Are your textbooks gender biased? You may not think so, but some forms of bias and stereotyping are very subtle. Check your textbooks against these standards.

1. Are female figures shown as frequently as male figures?

2. Are female figures shown as equally competent as male figures?

3. Do female and male figues engage equally and often cooperatively in activities?

4. Are females and males shown in a variety of roles and occupations?

5. Are both males and females given domestic concerns and responsibilities?

6. Are the female figures proud and happy to be females?

7. Are biographies of women beyond isolated examples included?

8. In research or literary examples, are selections by and about women given equal space and treatment?

9. Does your history text contain subsuming terminology such as "the settlers and their wives," (which assumes that the wives were not settlers themselves) or "the men and the suffragist" (which assumes that men were not suffragists)?

10. In history and sociology texts is the women's movement discussed as a serious and continuing struggle rather than a small battle that ended with the right to vote?

11. In sociology texts, are divorce, illegitimacy, juvenile delinquency, and prostitution treated as problems of the whole society? (It should not be suggested or imled that these problems are created or increased by the women's movement.)

MECCA Overhead/Handout

GENDER-ROLE ATTITUDE INVENTORY

Circle whether you agree or disagree with each statement.

1. Women with preschool children should not work outside the home. agree disagree
2. The woman should be awarded custody of the children when a couple is divorced. agree disagree
3. Divorced men should not have to assume support for the children. agree disagree
4. Boys are more intelligent than girls. agree disagree
5. If a working couple buys a house, the husband should make the house payments. agree disagree
6. Women are entitled to use their sick leave for maternity leave. agree disagree
7. If a woman works outside the home, she should be responsible for the housework as well. agree disagree
8. I would vote for a woman for President if she were the best candidate. agree disagree
9. Women are less responsible than men. agree disagree
10. It is important for a man to be "masculine" and a woman to be "feminine." agree disagree
11. Men should not cry. agree disagree
12. Money spent on athletics should be evenly divided between boys and girls. agree disagree
13. Both men and women can be good doctors. agree disagree
14. Wives should make less money at their jobs than their husbands. agree disagree
15. Boys should have more education than girls. agree disagree
16. A system should be set up which would enable homemakers to accumulate Social Security benefits of their own without relying on those accumulated by their spouses. agree disagree
17. Women should not hold jobs on the night shift. agree disagree
18. Men should not do clerical work because they lack the necessary manual dexterity. agree disagree
19. Women can be capable administrators. agree disagree
20. Women should concentrate on finding jobs in the fields of nursing, teaching, clerical, and secretarial work since they already possess these types of skills. agree disagree
21. A wife and husband should take turns staying home with a sick child. agree disagree
22. A single man is not capable of taking care of an infant. agree disagree

If you agree with most of these statements, your attitudes are typical of people with strong ideas about men's and women's roles. If you disagree with most of these ideas, you are typical of people who view many roles of men and women in the world of work and of family as interchangeable. About even? Many ideas are changing, you may be also.

(Reprinted from The Whole Person Book: Toward Self-Discovery and Life Options by Liggett, Romero and Schmelling, 1979.)

Six Forms of Bias

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Module 3

Classroom Interaction

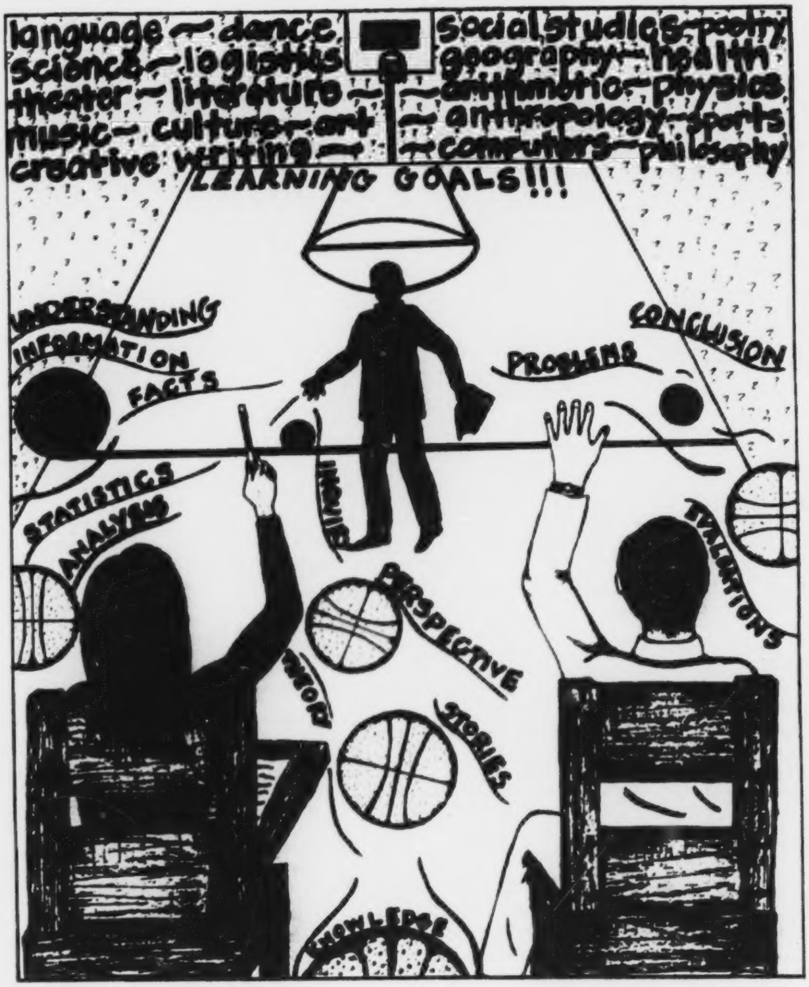
When classroom practices are viewed consciously, a teacher's natural inclination is to be fair and responsive to all students. Unconsciously, however, teachers may send mixed or unfair messages as they interact with students. Educators benefit from becoming aware of subtle messages students receive that label students or limit their career options. In this module, educators will identify interaction patterns with students, evaluate classroom practices, and observe each other in the classroom.

- Court Sense in the Classroom 3-2
- Teacher/Student Interaction 3-3
- Teacher Response in the Classroom 3-4
- Teacher Observation - Defusing Defensiveness 3-5
- Observation Form 3-6
- Student Participation Ideas 3-7
- Overhead and Handout Section

Court Sense in the Classroom

Recall watching a basketball player who somehow had a sense of where the ball was, even while guarding another player. Or think of an orchestra conductor who keeps track of 15-25 lines of music on the score of a Bach fugue and brings each instrument in on cue for its melody line.

In a similar sense, we as educators need to know where the information we are send is going, who comprehends it, who doesn't care, and who knows what to do with it when they get it.



Resource Material

NOTE to Trainer: Have participants discuss the concept of "court sense in the classroom," (in the overhead section, p. OH 3-2) to introduce a discussion on classroom interaction—challenges and expectations. Watch for excuses, rationalizations, and suggestions on how participants deal with student interaction in the classroom. Brainstorm other analogies.

This may be a particularly sensitive subject for teachers who are used to autonomy and uncomfortable with or nervous about being observed during class. This module, therefore, will also include several techniques for defusing defensiveness (p. 3-5).

It may be frustrating for teachers to learn that they are expected to keep track of one more thing in the classroom. Yet, there are many small strategies educators can practice, beginning one at a time.

BOTTOM-LINE of Equity Training: The more interaction students experience, the more learning takes place. Student participation enhances self-esteem, which in turn increases students' expanded view of options. They begin to trust themselves and see themselves as capable, more willing to take risks, and able to complete difficult tasks and assignments.

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Teacher/Student Interaction

Write a short paragraph under each heading about the following types of students in your classroom, and then estimate (by percentage) how many students in your "typical" classroom fit each category. Share outcomes with another teacher to determine similarities and differences in your classrooms.

- The Silent (spectator) Students (_____%)

- The Nominally Active Students (those who are comfortable with one interaction with the teacher per class session) (_____%)

- The Interaction-rich Students (those who receive more than three times their share of interactions with the teacher) (_____%)

Resource Material

Myra and David Sadker are professors of education at the American University in Washington, D.C. They have co-authored six books, and more than 50 of their articles have appeared in educational and other professional journals. Their research has focused on foundations of education, educational equity, teacher preparation, and curriculum. They have conducted teaching workshops for educators in over 40 states.

From 1980-1986 Drs. Sadker conducted research on classroom interactions in elementary, secondary, and postsecondary institutions. A classroom interaction is any instance in which teachers or students respond to each other in the classroom. While teachers try to treat all their students fairly, most unwittingly give boys the lion's share of attention. And it doesn't matter whether the teacher is a man or woman. (OVH, p. OH 3-2)

Specifically, the Sadkers found that:

1. Male students receive more attention from teachers and are given more time to talk in classrooms.
2. Educators are generally unaware of the presence or the impact of this bias.
3. Brief but focused training can reduce or eliminate sex bias from classroom interaction.
4. Increasing equity in classroom interaction increases the effectiveness of the teacher as well. Equity and effectiveness are not competing concerns, they are complementary.

In their research, the Sadkers found that approximately 25 percent of students typically did not interact with the teacher at all during class. These were the silent ones, spectators of classroom interaction.

A second group (about 65 percent) was involved in a nominal level of interaction—typically one interaction with the teacher per class session.

The final category consisted of interaction-rich students who participated more than three times as much with the teacher as other students. Only a few students (typically less than 10 percent) fell into this category.

Teacher Response in the Classroom

Four types of teacher response to students were identified in the Sadker research:

1. **Praise** (positive reactions to a student's comment or work)
   Examples: (______%)

2. **Criticism** (explicit statements that an answer is incorrect)
   Examples: (______%)

3. **Remediation** (helping students to correct or improve their responses)
   Examples: (______%)

4. **Neutral responses** (simple acceptance of student comments, such as "okay" or "uh-huh")
   Examples: (______%)

Resource Material

NOTE to trainer: Have participants work in small groups to identify examples of the four types of teacher responses listed to the left, and then estimate the percentage of responses under each category. (OVH on p. OH 3-3) Assign a person from each group to write examples and percentages on the board.

The Sadkers also found that the quality as well as the quantity of classroom interaction is distributed inequitably. Teachers interact more with boys. Boys receive more of the teacher's attention—both positive and negative. Boys are spoken to and called on more. They receive more corrective feedback, social interaction, praise, and encouragement. Boys demand attention, sometimes by acting out.

Girls, on the other hand, are often praised for their appearance, neatness of work, and politeness, and tend to receive criticism for their academic performance. As long as female students are quiet and polite, teachers assume that everything is all right. This "halo effect" may be one of the reasons that girls often get better grades than boys. It is also why girls are more likely to be invisible in the classroom.

Remediation comments designed to correct or improve students' answers were common. These accounted for about 1/3 (33 percent) of all teacher comments. Praise constituted approximately 10 percent and criticism 5 percent of teacher interactions. Male students received significantly more remediation, criticism, and praise than female students. More than half (52 percent) of the teachers' comments were neutral responses. This high rate of acceptance responses created class environments best characterized as flat, and unexciting. There was more equity in the distribution of neutral responses—the ones that pack the least educational wallop. (Source: "Sexism in the Classroom: From Grade School to Graduate School," by Myra & David Sadker, Phi Delta Kappa, March 1986, pp. 512-513.)

Teacher Observation - Defusing Defensiveness

Observation Procedures. The observation method is simple. It could consist of two teachers taking time to observe each other and share information. In some schools, observation is formally scheduled for all teachers (across disciplines). Observing across disciplines promotes partnership and integration. It's up to teachers to help each other feel comfortable and safe with this process. Use the form on page OH 3-4 for observations.

All observations in a school are scheduled in advance and teachers know exactly what the observer is looking for. It helps for each teacher to be observed a minimum of three times, for periods of 20 minutes each. If a teacher does not feel comfortable with someone in the room "coding" the interactions, it is possible to videotape the class and code the interactions later.

If you have access to a copy of the "Dateline" video produced by NBC and aired March 1992, show it to participants **after** the discussions about teacher/student interaction and teacher response in the classroom. In this video a teacher volunteers to have her classroom videotaped by Myra & David Sadker to watch for gender bias. Use the following discussion questions after viewing the video:

1. Did you identify with any of the teacher behaviors in the video?
2. Which ones?
3. What surprised you?

Resource Material

NOTE to Trainer: When teachers who have been alone in their classrooms are approached about observing each other, they may recall being evaluated as student teachers. It is important to communicate that observation is not evaluation; it is allowing access to information about classroom interactions that are difficult for us as teachers to capture when we are involved in presentation or discussion. The following ideas help identify and defuse defensiveness:

- Remind participants that when information is personalized, it's easy to become defensive and quit listening. Deal with this by noticing when you're absorbing and make a mental note to detach from the information. Feedback is not a personal attack; it is information that helps us look objectively at our teaching practices.
- Notice when participants are deflecting attention from the issues by blaming (it's someone else's fault), judging (you did that wrong), absorbing (taking it personally), advising (let me tell you what to do), or discounting (that's not true/important, etc.). Usually, when any of these responses occurs, listening has stopped.
- Notice when participants get turned off by "hot buttons"—painful words or ideas that identify age-old belief systems (e.g., women's place should be in the home). Some of these may be valid, but others do not honor us.
- Questions to respond with when participants get defensive:
  1. What has been left out?
  2. What do you want?
  3. We're off the subject . . ."
  4. When people say "we," I'm not sure who is meant. I want to hear what you feel.

OBSERVATION & DATA COLLECTION

Instructor ____________________ Date ____________
Observer ____________________ Start ____________
Subject/Context ____________________ Stop ____________

	FEMALE		MALE		TOTAL
Number of Students:		+		=	
Percent of Class:		+		=	100%

INTERACTION:

Acceptance

	FEMALE		MALE		TOTAL
Totals:		+		=	
Percents:		+		=	100%

INTERACTION:

Praise

	FEMALE		MALE		TOTAL
Totals:		+		=	
Percents:		+		=	100%

INTERACTION:

Remediation

	FEMALE		MALE		TOTAL
Totals:		+		=	
Percents:		+		=	100%

Resource Material

This is a sample observation form to use with page 3-5. This form gives us an opportunity to evaluate how we interact with students in the classroom. Most educators feel their energy and attention is divided as equally as possible among students. Sometimes, however, our perception of what we do in a classroom does not match the reality.

Copies of the form on this page are included in the Handout Section. (p. OH 3-4) There is space for 1-3 different interactions to be monitored.

Some specific interactions you may be interested in include:

1. **Response opportunity**—direct teacher/student interactions, such as asking students to answer questions, contribute to discussions, state opinions, write on the board, present something to the class, etc.
2. **Praise.**
3. **Acceptance.**
4. **Remediation.**
5. **Wait/think time**—the amount of time the teacher waits in silence for the student's response. Prompting a student, repeating the question, or talking to the student breaks off the wait time, at which point the count starts over.
6. **Proximity**—physical closeness. When a student and teacher are conducting their classroom activities near each other--within arm's reach.
7. **Acknowledgment/Feedback.**
8. **Higher-level questioning.**

NOTE: This is an observation form, not an evaluation form. You may be tempted as the observer to make judgments, give advice, or make suggestions. DO NOT!

Student Participation Ideas

1. **Create strategies that equalize class participation.**
   a. Circular response. Have each student give a one-word description, phrase, or opinion about the current topic in class.
   b. Poker chips, cards, etc. (two for each student; 1 chip = 1 answer). Students must "spend" both chips and must let other students spend theirs before answering again.
   c. Divide the class into four/six sections, and say, "I haven't heard from that back section. I'd like a response." And then wait.
   d. Create cards with your students' names. Pick from the deck to determine who will respond. Go through the deck before any name is repeated.
   e. Use a Koosh Ball or some other sort of soft sponge ball. Have a student who responds to a question throw it to the next person.
   f. Put questions under the chairs of the quiet students and have them respond during the class discussion.

2. **Desegregate your class - Undo it!** Explain why to students: Communities and the workplace are diverse. It is becoming increasingly important to be able to work with a variety of people in a relaxed, professional manner. Ninety percent of all people who lose jobs do so because they don't get along well with others.

3. **Increase your geographic mobility.** Proximity is important. Be aware of your physical location in the classroom. Look at all students.

4. **Increase wait time.**
   a. Wait longer (3-5 sec.) before you call on a student. Research shows that girls will formulate answers, then raise hands; boys raise hands and then formulate answers.
   b. Wait longer after you call on a student before going to another. Allow them time to think through an answer.

5. **Separate instruction from management.** Avoid calling on the kids that are inattentive just to keep them on task. Walk over by a disruptive student and call on the quiet one across the room.

6. **Use cooperative learning strategies.** This gives all students the opportunity to respond, listen, share, and be leaders.

7. **Code yourself.** Keep track of who you give attention to in the classroom (or have someone else observe).

Resource Material

NOTE to Trainer: Have participants review these ideas and brainstorm others. Then have them pick one idea they will work on during the week before you meet again. Have them use the Equity Action Form located in the handout section to record their plan. (p. OH 3-5)

Participation Strategies continued . . .

8. **Hold individual meetings.**
   a. Meet with silent students and let them know that you expect them to respond.
   b. Meet with dominating students to explain that while their responses are appreciated and important, they must allow others a fair share of response time.

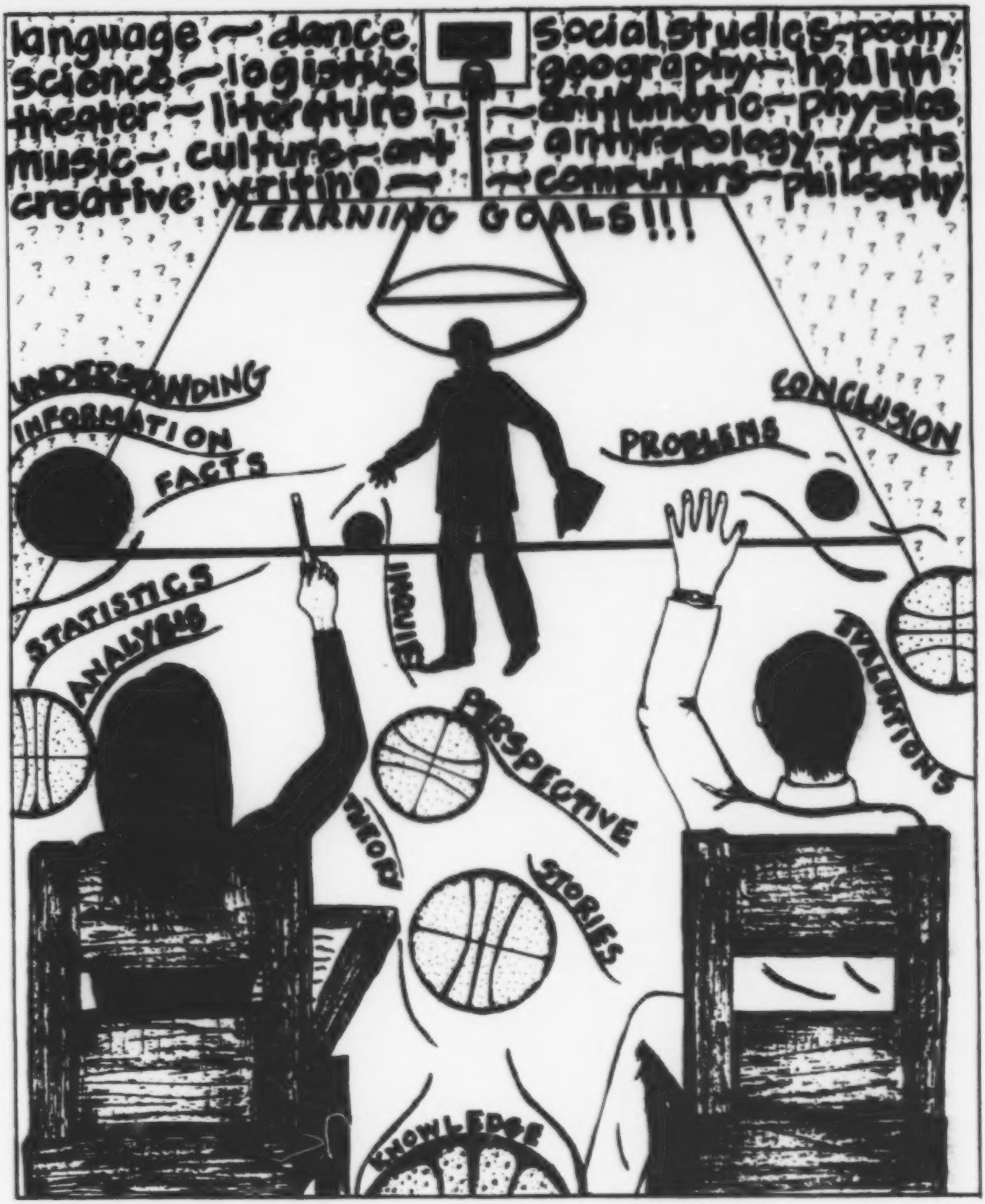
9. **Present rules for open discussion.** No put downs, one person talking at a time, attention from the group on the person speaking, etc. Occasionally present a topic and allow students to discuss without your involvement.

10. **Allow students to role-play leader of the class.** And have students switch into different kinds of roles; e.g., the girls are motel owners and the boys are the maids.

11. **Actively involve students in gender equity issues.** Have students participate in class surveys—collect research on interactions or active versus passive learning (or teaching styles they see in their classes). Invite students to discuss their learning experiences on a panel.

Other brainstorming ideas from participants:

Court Sense in the Classroom



OH 3-1

Teacher/Student Interaction

Students in your typical classroom.

- **The Silent Students—**
  spectators.

- **The Nominally Active Students—**
  those who are comfortable with one interaction with the teacher per class session.

- **The Interaction-rich Students—**
  those who participated more than three times as much with the teacher as other students.

Teacher Response in the Classroom

Four types of teacher response to students were identified in the Sadker research:

1. **Praise—**
   positive reactions to a student's comment or work.

2. **Criticism—**
   explicit statements that an answer is incorrect.

3. **Remediation—**
   helping students to correct or improve their responses.

4. **Neutral responses—**
   simple acceptance of students' comments, such as "okay" or "uh-huh."

OBSERVATION & DATA COLLECTION

Instructor ____________________
Observer ____________________
Subject/Context ____________________

Date ____________
Start ____________
Stop ____________

	FEMALE		MALE		TOTAL
Number of Students:		+		=	
Percent of Class:		+		=	100%

INTERACTION:

	FEMALE		MALE		TOTAL
Totals:		+		=	
Percents:		+		=	100%

INTERACTION:

	FEMALE		MALE		TOTAL
Totals:		+		=	
Percents:		+		=	100%

INTERACTION:

	FEMALE		MALE		TOTAL
Totals:		+		=	
Percents:		+		=	100%

EQUITY ACTION PLANNING SHEET

Consider the information presented today and how it can be utilized in your job/assignment/responsibilities.

As a result of today's meeting . . .

1. Activities/ideas I want to accomplish are:

- ____________________
- ____________________
- ____________________

2. During the next two weeks, I will:

- ____________________
- ____________________
- ____________________

3. During the next year, I will:

- ____________________
- ____________________
- ____________________

4. Specific assignments/help/resources I need are:

- ____________________
- ____________________
- ____________________

Name ____________________ Position ____________________

Institution ____________________

MECCA Overhead/Handout

Student Perceptions of Classroom Interactions

Respond to each statement by circling the word that best describes your classroom experience.

Often Seldom Never 1. I have felt invisible in my school classrooms.

Often Seldom Never 2. I feel comfortable expressing my opinions in my classrooms.

Often Seldom Never 3. Lecture is the most often used format for teaching.

Often Seldom Never 4. My teachers call on certain students who are able to respond easily in class.
(Circle one) mostly boys mostly girls

Often Seldom Never 5. Boys or Girls (circle one) get more attention in my classrooms.

Often Seldom Never 6. My teachers use small groups to increase participation in the classroom.

Often Seldom Never 7. During a lecture, I find my mind wandering.

Often Seldom Never 8. I am able to pay attention during a class presentation.

Often Seldom Never 9. I'm interrupted when I speak in a classroom discussion.

Often Seldom Never 10. Teachers give me a chance to respond even though it takes me a while.

Often Seldom Never 11. Teachers appreciate my opinions and ideas.

Often Seldom Never 12. I leave class without stating any of my opinions or feelings.

Often Seldom Never 13. I leave class feeling like I expressed my opinions.

14. The most motivating comment from teachers is ______________________________

15. When a teacher corrects my response, I feel ______________________________

OH 3-6

WORK VALUES CHECKLIST

Use the following scale to rate the importance of these work values to you:

VI = Very Important SI = Somewhat Important NI = Not Important

VI SI NI Chance for promotion, getting ahead.
VI SI NI Travel and adventure.
VI SI NI Being of service to others.
VI SI NI Being involved in a variety of tasks/problems.
VI SI NI Earn respect and recognition.
VI SI NI Friendly co-workers.
VI SI NI Pleasant working conditions.
VI SI NI Flexible hours (control over time).
VI SI NI Regular hours (little overtime).
VI SI NI Working for an important cause.
VI SI NI Being my own boss.
VI SI NI Living in the West.
VI SI NI Time and energy for my after-work life.
VI SI NI Opportunity to learn new knowledge/experiences.
VI SI NI Steady, secure income, even if job is not challenging.
VI SI NI Big money, but very demanding job.
VI SI NI Spirit of competition, risk taking.
VI SI NI A lot of responsibility.
VI SI NI Being physically active.
VI SI NI Challenging work.
VI SI NI Being a leader, having authority.
VI SI NI Working outdoors.
VI SI NI Working alone.

(Source: Expanding Options: An Equity Resource Guide, developed by Jenny L. Erwin, published by the Vocational Equity Office, Mississippi Dept. of Education, Jackson, Mississippi, June 1993, p. 4-86.)

Module 4

Equity and Language

A language is not merely a means of communication; it is also an expression of shared assumptions. When basic assumptions change, corresponding idiomatic expressions become obsolete. This module suggests certain changes in language designed to eliminate phraseology that reflects outdated assumptions about people. Employers are beginning to screen out applicants who do not use inclusive, nonsexist language that is sensitive to diversity. Sensitivity means awareness. This awareness is necessary as we become a customer-driven global workplace where diverse work teams are the key to an organization's success.

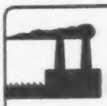
- The History of Language 4-2
- Making Language More Inclusive 4-3
- Guidelines for Gender-fair Use of Language 4-4
- Three Versions for Review 4-5
- An Essay on Language 4-6
- Rethinking, Rephrasing—It's Worth It! 4-7
- Ethnically Sensitive Language 4-8
- Lay Your Cards on the Table 4-9
- Overhead and Handout Section

History and Language

The rules of language were established in previous centuries when grammarians worked to standardize English. The language of American political life--its government, courts, and laws--was couched in male-oriented terms. The language of higher education, sports, employment, and public communication was also male oriented, since it reflected primarily masculine endeavors.

education

sports



employment

public communication

For example, it was not until 1920 that American women were allowed to vote. And when the Declaration of Independence was signed with the famous clause, "All men are created equal," its creators were not using the term "men" generically; they were thinking only of white male property holders. Governmental terms continue to include: councilmen, congressmen, chairmen, city fathers, and gentlemen's agreements.

Higher education was primarily a masculine endeavor until the mid 1800s, when women were first allowed to attend public colleges and universities. Although nearly 150 years have passed, we still continue to use terms which reflect a male orientation: e.g., freshman, upperclassman, fellowship, bachelor's degree, and master's degree (a woman's degree was originally called an associate's degree, although this now means two-year degree). Similarly, in fields of sports, employment, and public communication we read: sportsmanship, baseman, man on third, workmen's compensation, man-made, milkman, foreman, garbageman, paperboy, newsman, anchorman, and weatherman.

Resource Material

The writers, printers, and publishers interested in making the rules about English were mostly men. It was men who traveled and studied other languages, and who returned to write textbooks, grammars, and dictionaries. Naturally, they used masculine pronouns. They did not slight women intentionally, but spoke **ethnocentrically** (defined as an emotional identification with one's group or nation), which occurs repeatedly to this day.

NOTE to Trainer: Invite participants to assemble in small groups or pairs to identify **gender-based** terms in the following categories: education, sports, employment, and public communication. Give them at least one example in each category to stimulate thought.

Our language adapts to changes in the culture, but a time lag occurs in the interim. Although the basic structure of English reflects the culture of its speakers more than a thousand years ago, Americans have taken major strides within the past 15 years to modify our language in order to expand the visibility and opportunities of both genders.

Current guidelines are neither comprehensive nor dogmatic. Detailed and vigorous arguments continue over many of these language patterns. An attempt has been made, though, to identify usages that concerned men and women find objectionable and to propose alternatives. (Source: Changing Words in a Changing World, by Aleen Pace Nilsen, Arizona State University, published by WEEA, U.S. Dept. of Education, pp. 23, 26, 51.)

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Making Language More Inclusive

We see countless examples of ways in which our language specifically refers to males and only by implication to females. Consider the following:

"All men are created equal."

"I now pronounce you man and wife."

"Mrs. Robert N. Maxton"

"Man-made, mankind, manpower"

"As a man thinketh in his heart, so is he."

Can you think of any well-known phrases where men are not included?"

Fill in the gender-neutral term for each of these traditional words:

Chairman ______________

Workman ______________

Salesman ______________

Foreman ______________

Mailman ______________

Man ______________

Cleaning lady ______________

Policeman ______________

Middleman ______________

Man-made ______________

Repairman ______________

Manpower ______________

Businessman ______________

Congressman ______________

Fireman ______________

Cameraman ______________

Newsman ______________

Freshman ______________

Stewardess ______________

Man-sized job ______________

Housewife ______________

He/him ______________

Resource Material

Let's examine some cultural and individual attitudes revealed by language usage. For example—

- Language is a measure of where we are as a society.
- Our language is a nice window to view the men's world, but not a mirror in which women see themselves reflected.
- We are, at times, rigid against changes in our language.

Responding positively or openly to new vocabulary is often a reflection of our willingness to change in any aspect of our lives. In addition, a person's positive self-concept (critical to his or her sense of well-being, motivation, and success) can be seriously affected by language, spoken or written. Both directly and indirectly, language affects the way in which people think about themselves and others. (Source: Guidelines for Equity Issues in Technology Education, by Donna Koppi Boben, 1985, p. 5.)

NOTE to Trainer: Invite participants to consider the language examples that are not inclusive. Have them discuss the implications and assumptions behind each term or statement. Then have them work in pairs (for about 5 minutes) to fill in the gender-neutral equivalents. Discuss any difficult changes with the complete group.

BOTTOM-LINE of Equity Training: We create a space for diversity by using inclusive language. We acknowledge that both women and men have contributed greatly and continue to contribute in valuable ways to our communities, workplaces, and homes.

Guidelines for Gender-fair Use of Language

The generic use of man and he (and his, him, himself) has been commonly considered gender-neutral in the past.

- Eliminate the generic use of he:
  - Use plural nouns - they, them, those, these, etc.
  - Delete he, his, and him altogether.
  - Substitute articles (the, a, an) for his, and who for he.
  - Substitute one, we, or you.
  - Minimize use of indefinite pronouns (e.g., everybody, someone).

- Eliminate the generic use of man:
  - For man, substitute person/people, individual(s), human(s), human being(s).
  - For mankind, substitute humankind, humanity, the human race.
  - For manhood, substitute adulthood, maturity.
  - Delete unnecessary references to generic man.

- Eliminate sexism when addressing persons formally:
  - Use Ms. instead of Miss or Mrs.
  - Use a married woman's first name instead of her husband's.
  - Use the corresponding title for females (Ms., Dr., Prof.) whenever a title is appropriate for males.
  - Use Dear Colleague, Editor, or Professor, etc., in letters to unknown persons (instead of Dear Sir or Gentlemen).

- Eliminate sex stereotyping of roles:
  - Use the same term for both females and males (e.g., department chair or chairperson) or by using the corresponding verb (e.g. "to chair").
  - Do not call attention to irrelevancies (e.g., lady lawyer, male nurse).
  - Recognize "man-made" language in science, art, music, history, government, sports, employment, etc.

- Using the generic he and man is problematic because it often leads us to omit the distinctive elements of female experience and behavior. When lecturing or constructing examples and theories, remember to include the human activities, interests, and points of view of both genders.

Resource Material

The generic use of man and he (and his, him, himself) is commonly considered gender neutral. Every occurrence of generic use is problematic.

In "The Myth of the Neutral 'Man'," Janice Moulton persuasively argues that he and man used generically are really not gender neutral terms at all. (Person and human are genuinely gender neutral.) As evidence, Moulton offers examples of statements in which man and he unambiguously refer to all humanity, rather than males alone. For example, "Some men are female" is irredeemably odd, while "Some human beings are female" is fine. Similarly, "Each applicant is to list the name of his husband or wife" is odd; and even using "his spouse" disquiets more than using "his or her spouse." Notice another example from abortion law: "A man will not have an abortion after he has surpassed the fourth month of his pregnancy."

Empirical evidence supports Moulton's claim that regardless of the author's intention ,the generic man is not interpreted gender neutrally. Miller and Swift (p. 23-25, 1991) cite a study in which college students chose pictures to illustrate chapters of a sociology textbook. Those with chapters entitled "Society," "Industrial Life," and "Political Behavior" tended to select pictures of both females and males. However, when the same chapters were named "Social Man," "Industrial Man," and "Political Man," students of both sexes tended to select pictures of males only.

When we are willing to admit our language could be exclusive, we begin to create a space that includes everyone. (Source: APA Guidelines for Non-Sexist Use of Language, Virginia L. Warren, pp. 1-3.)

NOTE to Trainer: Use these guidelines (Overhead on p. OH 4-1) with the exercises on the following three pages.

Three Versions for Review

ORIGINAL VERSION

What a wee little part of a person's life are his acts and his words! His real life is led in his head, and is known to none but himself. All day long, the mill of his brain is grinding, and his thoughts, not those other things, are his history. These are his life, and they are not written, and cannot be written. Every day would make a whole book of 80,000 words—365 books a year. Biographies are but the clothes and buttons of the man—the biography of the man himself cannot be written. Mark Twain

ANOTHER PRONOUN VERSION

What a wee little part of a person's life are her acts and her words! Her real life is led in her head, and is known to none but herself. All day long, the mill of her brain is grinding, and her thoughts, not those other things, are her history. These are her life, and they are not written, and cannot be written. Every day would make a whole book of 80,000 words—365 books a year. Biographies are but the clothes and buttons of the woman—the biography of the woman herself cannot be written.

GENDER NEUTRAL VERSION

What a wee little part of a person's life are acts and words! A real life is led inside a person's head, and is known to no one else. All day long, the mill of the brain is grinding, and thoughts, not those other things, are the history. These thoughts are life, and they are not written, and cannot be written. Every day would make a whole book of 80,000 words—365 books a year. Biographies are but the clothes and buttons of the person—the biography of the inner person cannot be written.

Resource Material

NOTE to Trainer: We do not suggest a rewrite of authors' writings. The following examples are used for illustration **only**. Read and discuss the different versions of Mark Twain's paragraph. Read the first paragraph and ask if anyone pictured a woman during the reading. Discuss whether or not men feel included in the female version.

Essay from an English Teacher

When I insist that no one in my classes use "he" as a gender-neutral pronoun, I invariably provoke some students to anger, because a majority of my students (men and women) still think "he" is an inclusive term referring to both males and females. Yet when I start giving handouts that use only "she" as the inclusive pronoun, young men frequently revolt, and even rightly accuse me of reverse sexism, which I don't deny since I prove the point that they do not want to be called a "she" any more than I want to be called a "he."

In addition, I try to help them understand that thinking the pronoun "he" accounts for men and women is outdated and sexist, even though many who continue to use it are well-intentioned, albeit poorly conditioned. As one of my male students observed in his final English 114 essay, "I soon learned that the preconceptions I had of the feminist movement were largely erroneous. Before our study of sexism and exclusive language, I thought this was just a passing fad that would die with the feminists. I learned that for centuries, women have been excluded or their accomplishment trivialized by a male-dominated society. Our language, which favors men, often reflects this phenomenon."

Some claim that making the effort to change our language by doing things like writing "he or she" is a pain in the neck. They would rather not be bothered. In some cases, I would agree that including the female pronoun creates awkwardness, but there are plenty of alternatives to these sometimes clumsy constructions, like revising singular pronouns to plural ones, as in, "Students should recognize the value of their education," rather than, "A student should recognize the value of his or her education." And yet I am often in favor of intentionally writing the "his or her" construction because even though it produces a kind of "bump" in an otherwise smooth-flowing sentence, the "bump" makes readers think about women, and thus, women become consciously included in the discussion rather than unconsciously excluded.

Source: Laura Bush, M.A., "Advising Women at Ricks College or Confessions of a Reformed Romantic," New Perspectives, December 1990, pp. 5-6.

Resource Material

NOTE to Trainer: Have participants read this short essay to themselves. (You may want to divide them into 3 groups and have each group concentrate on one paragraph.) Encourage their response to these ideas, including honest disagreement and concern. Have two people volunteer to summarize various points of view at the end.

Questions:

1. Do you agree or disagree? Why?
2. Were there any new ideas for you in this essay?
3. What kind of feelings does this essay invoke?
4. What are the pros and cons?
5. Is there a good reason for learning to become comfortable with nonsexist language?

Additional **NOTE to Trainer:** Sometimes the terms "sexist language" and "non-sexist language" set off all kinds of sirens. Educators need to know that equity coordinators or teacher leaders did not create these terms. They have been part of professional writing and research since 1974. Educators also do their students a disservice by allowing and promulgating sexist language. Students who use sexist language on AP or CLEP writing exams will not pass. It will be inappropriate for them to use sexist language in college and (usually) at work. Papers, conferences, and workshops with sexist language are considered unprofessional.

Rethinking, Rephrasing—It's Worth it!

"A common characteristic of a first-born person is his confidence in being taken seriously by those around him. This comes from his childhood, when adults took him seriously and he knew it. It's no wonder that firstborns often go on to positions of leadership or high achievement. Fifty-two percent of United States presidents were first borns (only four have been the babies in their families). First borns are overrepresented among *Who's Who in America* and *American Men and Women of Science*, as well as among Rhodes scholars and university professors."

REWRITE:

Resource Material

NOTE to Trainer: The following paragraph is quoted in the book, The Birth Order, by Dr. Kevin Leman. Most currently written magazines and books have been written in gender-neutral language. This particular paragraph is gender biased.

Have participants work in pairs and rewrite the paragraph so that it becomes gender neutral. (This passage is easily rendered gender neutral by switching to plural throughout. Thus, it is an effective lesson in showing that changing to gender-neutral is not difficult and need not result in awkward sentences.)

Current textbooks could also be evaluated for examples of sexist and nonsexist language.

Ethnically Sensitive Use of Language

- Language is an integral part of any culture. It reflects a society's attitudes and thinking about the groups which comprise its whole. European Americans, as a dominant group in most parts of the U.S., are not subjected to the same negative characterization by our language that people of other races receive. The use of color-specific terms, for example, to describe different races is not widely acceptable. African American, Asian American, Native American, Hispanic American, and Euro-American are terms more acceptable and descriptive of each group's origin.

- Many words and phrases in the American language evolved from a dominantly European-centered culture. These commonly used words represent particular perspectives or frames of reference which often distort the understanding of readers or listeners. Many people assume that because a word or phrase is not personally offensive to them, it shouldn't be offensive to others. Such terms include:

  Culturally deprived, economically disadvantaged. These and similar phrases may distort the realities that exist for people from cultures and countries other than our own. People so labeled actually may be bilingual and bicultural.

  Nonwhite. This term implies that the white race is the normal or standard for our culture. Use the accepted names of that cultural/racial group to which you wish to refer: e.g., Asian Americans, African Americans, Native Americans. Let the group self-identify whenever possible.

  Minority. While European Americans comprise the majority of the U.S. population, they are in the minority when one considers the racial make-up of the world population. Using the term "minority" to describe people of races other than white presents an unrealistic picture of the balance of majority/minority people in the world. "Minority" will probably continue to be acceptable in the U.S., but because demographics are rapidly changing and because some ethnic groups find the term "minority" offensive, one may wish to explore alternatives for this term. Other suggestions include "people of color" and "bilingual." (Bober, pp. 12-14.)

Resource Material

It is important for educators to recognize racism in language and to increase their awareness of it, as well as to learn and use terminology that is positive and does not perpetuate negative human values.

NOTE to Trainer: Discuss this information with the group. Ask them for similar examples, insights, and suggestions. Ask for specifics related to how they will use this information in the classroom.

Definitions:

Race: a major social group distinguished by genetically transferred physical characteristics and united by a common history, nationality, or tradition.

Ethnicity: the customs, characteristics, culture, and language of a group of people.

Perception Activity

Ask participants the following questions:

1. What race are these?
A baseball player?
An athlete?
A secretary?
An engineer?
A motel maid?
A boxer?
A welder?
A plant manager?
A graphics designer?
2. Why do we think of race or ethnicity when we consider certain occupations?
3. What other ways do we stereotype?

Assimilation occurs when everyone becomes the same. In the 1950s, we thought of America as a melting pot in which everyone blended. Integration occurs when an individual's race and gender remain intact during interaction. Even if your class consists of only one race, students need to learn to relate to and even celebrate diversity.

Lay Your Cards on the Table

(For example:)

Sexist language excludes half the human race.

Sexist language doesn't bother me.
I think we're being over-sensitive.

I hadn't noticed it before, but now that I'm aware of what it is, most of my teachers use nonsexist, inclusive language.

When I was in a sewing construction class where I was the only guy, I didn't feel included in the discussion because the teacher and my classmates used women's terminology.

Resource Material

NOTE to Trainer: You will need a stack of 3x5 cards for this activity.

The following exercise offers a chance to explore opinions, ideas, and experiences related to **using nonsexist/inclusive language**. This exercise can be done with any number of people. When more people are involved, a wider range of opinions is likely to be viewed.

STEP #1 Ask everyone to spend 5-7 minutes writing. Ask them to recall articles they read, reports they heard, or experiences they had related to nonsexist language— one idea per 3x5 card. Have them write as many opinions or recollections as they can in the time allotted.

STEP #2 Now spread the 3x5 cards on the table. Ask everyone to take 10 minutes to walk around and read what others have written. Remind them to use critical thinking skills and look for any gaps in logic or information as they review others' writings. Then have them choose the views they think are most reasonable.

STEP #3 When they find an opinion that intrigues them or leads them to think about the issue in a new way, have them write that opinion on a 3x5 card.

Then have them return to their own cards and pick up the ones with which they still agree after reading all of the other cards. Discard any cards of little value.

At this point, have participants review the stack of cards that now represents their opinion on nonsexist language. They may have the same cards, a combination, or a completely new set of cards.

STEP #4 Point out that our opinions are subject to change when new information is discovered, an idea is seen from a new vantage point, or we have new experiences. On a separate piece of paper, have participants write what they discovered about themselves through this exercise.

(Adapted from Becoming A Master Student by Dave Ellis, 1994, p. 199.)

Guidelines for Gender-fair Use of Language

- The generic use of man and he has been commonly considered gender neutral in the past.

- Eliminate the generic use of he.

- Eliminate the generic use of man.

- Eliminate sexism when addressing persons formally.

- Eliminate sex stereotyping of roles.

- When lecturing or constructing examples and theories, remember to include the human activities, contributions, interests, and points of view of both genders.

Making Language More Inclusive

We see countless examples of ways in which English specifically refers to males and only by implication to females. Consider the following:

"All men are created equal."

"I now pronounce you man and wife."

"Mrs. Robert N. Maxton"

"Man-made, mankind, manpower"

"As a man thinketh in his heart, so is he."

Can you think of examples of words or phrases where men are not included?

Fill in the gender-neutral term for each of these traditional words:

Chairman ______________

Workman ______________

Salesman ______________

Foreman ______________

Mailman ______________

Man ______________

Cleaning lady ______________

Policeman ______________

Middleman ______________

Man-made ______________

Repairman ______________

Manpower ______________

Businessman ______________

Congressman ______________

Fireman ______________

Cameraman ______________

Newsman ______________

Freshman ______________

Stewardess ______________

Man-sized job ______________

Housewife ______________

He/him ______________

Rethinking, Rephrasing—Worth it!

Rewrite the following paragraph so it is gender-neutral.

"A common characteristic of a first-born person is his confidence in being taken seriously by those around him. This comes from his childhood, when adults took him seriously and he knew it. It's no wonder that firstborns often go on to positions of leadership or high achievement. Fifty-two percent of United States presidents were first borns (only four have been the babies in their families). First borns are overrepresented among *Who's Who in America* and *American Men and Women of Science*, as well as among Rhodes scholars and university professors."

The Birth Order, by Dr. Kevin Leman.

MECCA Overhead/Handout

OCCUPATIONAL INTEREST CHECKLIST

I WOULD LIKE TO WORK:

_____ With my ideas or my mind.
_____ With my hands or small tools.
_____ With large machinery.
_____ In heavy physical activity.

I WOULD LIKE TO WORK:

_____ By myself.
_____ With other people.

IF I WORK WITH OTHER PEOPLE, I WOULD LIKE TO WORK:

_____ As a member of a team of people working together.
_____ Giving directions or supervising or organizing other people's work.
_____ Receiving directions and supervision from others.
_____ Listening to others.
_____ Helping or performing services for others.
_____ Persuading others.
_____ Competing with others.

I LIKE TO WORK WITH:

_____ A variety of different tasks or activities and rapid or unpredictable changes of activities.
_____ A limited number of tasks which remain similar and predictable over time.

I WOULD LIKE TO WORK WHERE:

_____ My tasks are clearly structured and I know exactly what is expected.
_____ I can set my own problems and figure out my own way to solve them.

I WOULD LIKE TO WORK WITH:

_____ Flexible and irregular hours.
_____ Regular hours.

I WOULD LIKE TO WORK:

_____ Indoors.
_____ Outdoors.

I WOULD LIKE TO WORK:

_____ In the city or the suburbs.
_____ In the country or rural areas.

I WOULD LIKE TO BE ABLE TO WORK IN:

_____ The area where I live now or a particular geographic area.
_____ Many different areas of the U.S., possibly moving from place to place.

(Source: Utah VOTE Materials, 1989 p. 39)

OH 4-4

MECCA Overhead/Handout

Brainstorm 30 Careers

Work in teams as you brainstorm a career for each box on this page. Anything goes in brainstorming. Then circle Yes, Maybe, or No, to indicate your interest in pursuing this career. Consider careers you would choose if someone gave you $100,000 a year no matter what, or what you would do if you could do it anywhere. Many jobs are not advertized. Most are created after the applicant applies.

Yes Maybe No	Yes Maybe No	Yes Maybe No
Yes Maybe No	Yes Maybe No	Yes Maybe No
Yes Maybe No	Yes Maybe No	Yes Maybe No
Yes Maybe No	Yes Maybe No	Yes Maybe No
Yes Maybe No	Yes Maybe No	Yes Maybe No
Yes Maybe No	Yes Maybe No	Yes Maybe No
Yes Maybe No	Yes Maybe No	Yes Maybe No
Yes Maybe No	Yes Maybe No	Yes Maybe No
Yes Maybe No	Yes Maybe No	Yes Maybe No
Yes Maybe No	Yes Maybe No	Yes Maybe No

Module 5

Communication and Humor

Communication skills are important workplace skills, especially in applied technology programs, so that people are not "turned off" or made to feel incompetent. And because of socialization, some men and women have different communication styles. In general, men are taught the rules of hierarchy—that the one in charge makes the decisions, for example. Many women, on the other hand, are taught the rules of connection—that everyone's input is important for success. Humor is also a form of communication—sometimes used casually, other times with intent. It can diminish or heighten self-esteem.

- Communication Update 5-2
- How Do I Listen? 5-3
- Focused Attention 5-4
- Gender & Ethnic Communication 5-5
- Communication Quiz 5-6
- Communicating the American Classroom 5-8
- Anti Self-Esteem Humor 5-10
- Nonantagonistic Humor Examples 5-11
- Overhead and Handout Section

Communications Update

"Relatively few people lose their jobs because they are unable to perform the required work. In 90 percent of all dismissal cases, people and communication skills surface as the number one cause."

"A productive work force will need the skills of communication that encourage respect for diversity of style and opinion."

"Male-female conversation is cross-cultural communication. Instead of different dialects, it has been said they speak different genderlects."

BOTTOM-LINE of Equity Training:

The question, "How do you impress or oppress others," signals the concern employers are beginning to express about communication skills. Oppressive comments and poor communication skills lose business opportunities. Students need to learn to communicate across gender and cultural lines.

Resource Material

NOTE to Trainer: Below are three short activities that could be used together or separately to introduce this unit.

Activity 1: Share the quotations (Overhead: OH 5-1) and ask participants:

1. Do you disagree or agree with these statements?
2. Has communication always been important?
3. What attitudes and styles of communication are important for success in the workplace?
4. Are these attitudes and communication styles evident in our schools today?

Activity 2: Have participants silently group themselves based on perceived similarities. Then ask the following questions:

1. How did you decide what group you would be in?
2. How did you communicate with each other?
3. How effective was this type of communication?

Activity 3: Say the following words (without spelling them or using them in context) and then ask participants to share their images with the group:

caterpillar
coarse
watercolor
blackout
picture
bowl
dear
flour
bare

We think words are something we can throw at each other and maintain a clear translation. Our words, as well as our nonverbal communication, can easily be misunderstood. In the following pages, we will look at communication and a variety of communication skills, both public and personal.

Questions:

1. What is communication?
2. How is it more than just talking?
3. What communication skills do students learn in the classroom?

Do I Listen Through Filters

- Of evaluation?
- Of a personal agenda?
- Of distraction?
- Of culture and values?

Listen through the filter of different questions that keep the learning channels open.

How can I use this?

How will I be different?

What will I do differently?

Resource Material

NOTE to Trainer: Brainstorm with participants to generate a list of attributes of a good listener. (Overheads: OH 5-2 and OH 5-3)

Listening is not easy. Doing it effectively requires concentration and energy. Listening well promotes success in school—more powerful notes, more productive study groups, better relationships. A skilled listener is appreciated by friends, family, and business associates. The best salespeople and managers are the best listeners. Through skilled listening, you gain more than respect. You gain insight into other people. You learn about the world and about yourself.

Most of us listen through the filter of a question—through evaluation: "Is this information good/bad, effective/noneffective, right/wrong, helpful/hurtful?"

In fact, most of our conversations with other people are spent in unconscious evaluation of their remarks, impressions, and ideas.

Listening through evaluation closes off learning. Instead of listening through evaluation, it is useful to change the question through which we filter information to:

"How can I use this?" OR,

"How will I be different because of this information?" OR,

"What will I do differently?"

These questions lead to action and/or commitment on our part and allow learning to continue.

Communication without listening also limits understanding. Besides listening through the filter of evaluation, we listen through the filters of our own culture, values, agenda, and through the filter of distraction.

Questions:

1. What are some reasons for encouraging students to use good listening skills?
2. What are some other questions we need to ask?

(Source: Becoming A Master Student, by Dave Ellis, 1994, p. 243.)

Focused Attention

Advertisement: FOCUSED ATTENTION! FOCUSED ATTENTION is a revolutionary tool for students. Carry it anywhere. Use it any time. Get more out of textbooks. Solve problems faster. Take tests better. Can't stay awake in Word-processing class? No problem for FOCUSED ATTENTION. Millions sold in Europe! Order Today! Send $39.99 to Order Out, Box 2222 . . .

- We spend much of our "listening" time evaluating or wandering through the past, or planning and agonizing about future events.
- There is a way to "be here now" in any situation and that involves focused attention.
- Focused attention helps us to manage stress (because we aren't paying for our inattention), improve reading, and increase communication skills.
- Focused attention can be noticed in our body language (eye contact, nodding yes or no) or in a physical attitude—slouching in the seat in contrast to sitting on the edge of the chair.

Resource Material

If this idea in the advertisement in the left-hand column (Overhead 5-4) were sold on late-night television, some people might even buy it.

Think of a time when you were in a lecture, participating in a workshop, or watching a video in class. As the speaker proceeded, your mind wandered through the events of the past few days and reviewed a conversation with a close friend. Then you began mentally planning your next trip to the grocery store. You were brought back abruptly to the present when you realized the presenter asked a question and you had no idea what it was.

We spend much of our "listening" time in the past or the future. It's easier to escape when we're not fully involved in the present. There is a way to "be here now" in any situation through focused attention. Focused attention helps us to manage stress and can be noticed in our body language.

Why Change the Overhead?

For a different experience, have participants focus on the overhead (OH 5-5) and fill in the missing letters to complete the thoughts.

Questions:

1. How would this cause students to focus on the material?
2. In what other ways have you helped students' focused attention?

Keys to focused attention include:

1. Noticing when you leave here and now. For example, notice yourself thinking about the test you took the previous day, or the CD player you want to buy.
2. Accept the thought and return your attention to the task/speaker/project at hand without condemning yourself.

Question: How would focused attention improve your students' classroom experience?

(Source: Becoming a Master Student by Dave Ellis, 1994, pp. 90-91.)

Cultural and Gender Differences in Communication

- SOME CULTURAL EXAMPLES

An example of translating from English to Spanish: Chevrolet was baffled when its Nova model did not sell well in Latin American countries. GM officials finally realized the problem: In Spanish, no va means "does not go."

Western cultures view talk as desirable, and use it for social purposes as well as to perform tasks. Silence has a negative value in these cultures. On the other hand, Asian cultures perceive talk quite differently. For thousands of years, Asian cultures have discouraged the expression of thoughts and feelings; silence is valued. As Taoist sayings indicate, "In much talk there is great weariness." To Easterners, a talkative person is often considered a show-off or insincere. Both the talkative Westerner and the silent Asian are behaving in ways they believe are proper, yet each has reason to view the other with disapproval and mistrust.

- SOME GENDER EXAMPLES

Men and women sometimes use language for different purposes and they behave differently in certain conversational settings. For instance, men will use the language of hierarchy and independence and women will use the language of connection and intimacy.

One reason cross-gender conversations do run smoothly is that women often accommodate to the topics men raise. They do this by giving more nonverbal and verbal cues. Thus, women seem to grease the wheels of conversation by doing more work than men in maintaining conversations. (pp. 182-186)

Another powerful force that influences the way individual men and women speak is their gender role—the social orientation that governs behavior. Research shows that linguistic differences are often a function of gender roles more than the speaker's biological sex.

BOTTOM-LINE of Equity Training:
To be sensitive to gender and cultural differences in communication is the most intelligent and appropriate response. It is a fact that our schools and the workplace will be diverse and to ignore differences is to be in a state of denial. Then businesses make unrealistic decisions on the basis of individual prejudices and biases.

Resource Material

NOTE to Trainer: Use this material as an introduction to the quiz on the following page. Have participants think of examples from their own experiences.

Cultural Examples

There is a kind of perceptual gap that often blocks communication between people from different backgrounds. Every culture has its own way of looking at the world. At times, though, it is easy to forget that people everywhere don't see things the way we do.

Only when we recognize different standards of behavior can we adapt to one another, or at least understand and respect our differences.

Many subcultures exist within this country, and the members of each have backgrounds that cause them to see things in unique ways. Failure to recognize these differences can lead to unfortunate and unnecessary misunderstandings. For example, some Latin American women avoid eye contact as a sign of respect. These cultural variations can block communication. (Source: Looking Out, Looking In, by Ronald B. Adler and Neil Towne, 1990, pp. 85-86.)

Gender Examples

When social roles become unquestioned and rigid, people tend to see the world from their own viewpoint, having no experiences that show them how other people view it. Until recently, most of us never questioned societal gender roles. But in recent years, many men and women have found that following these roles caused them to live in different worlds that only partially meet. In actuality, men and women possess a mixure of traits that have previously been considered exclusively masculine and feminine (Ibid., p. 89). Still, there can be a great deal of variation between the way men and women speak. These differences can lead to frustration when men and women try to communicate with one another.

Questions:

1. What are other examples?
2. Why be sensitive to gender and cultural differences in communication?

BEST COPY AVAILABLE

Gender Communications Quiz

How much do you know about how men and women communicate with one another? The 14 items in this questionnaire are based on research explained in a book called *The Communications Gender Gap*, developed by Myra Sadker and Joyce Kaser, and distributed by the Mid-Atlantic Center for Sex Equity at The American University.

True False

___ ___ 1. Men talk more than women.

___ ___ 2. Women are more likely than men to disclose information on intimate personal concerns.

___ ___ 3. In general, men smile more often than women.

___ ___ 4. Men are more likely to interrupt women than other men.

___ ___ 5. In conversations, women spend more time gazing at their partner than men do.

___ ___ 6. Men work harder in keeping conversations going.

___ ___ 7. Nonverbal messages carry more weight than verbal messages.

___ ___ 8. When people hear generic words such as "mankind" and "he", they respond inclusively, indicating that the terms apply to both sexes.

___ ___ 9. Women are more likely to touch others than men are.

___ ___ 10. Women use less personal space than men.

___ ___ 11. When a male speaks, he is listened to more carefully than a female speaker, even when she makes the identical presentation.

___ ___ 12. In general, women speak in a more tentative style than do men.

___ ___ 13. Women are more likely to answer questions that are not addressed to them.

___ ___ 14. In classroom communications, male students receive more reprimands, criticism, and verbal praise than female students.

Resource Material

NOTE to Trainer: A handout copy of this quiz is found on page OH 5-6).

Answers

1.True - There have been hundreds of studies done on this subject. Most of them show that men talk more. In one study where men and women were asked to describe a picture, men talked 13 minutes on the average, while women talked only 2 minutes on average. (This was one of the earliest beliefs to be tested.) Other studies have reported that women tend to speak less frequently than men in mixed groups and dyads, and are less likely to initiate topics of discussion.

2.True - Most women are more comfortable disclosing personal information as a way to develop rapport. If personal information is disclosed in an employment situation, it could be used against you. Personal information flows upward to your supervisor.

3.False - Many women smile even when they are unhappy or upset.

4.True.

5.True - Women generally use more eye contact and usually read nonverbal signals better.

6.False - Women are more likely to work harder at keeping conversations going. They say things like: Uh hum, tell me more, is that right?, is that really what happened? "This power imbalance is the reason that women, far more than men, are able to do what linguists call 'code-switching.' That is, women learn to speak the standard Male Dialect as well as their own nonstandard Female, whereas men are less able to switch from their speech to female speech" (Tavris, p. 298).

7.True - "Psychologist Albert Mehrabian claims that 93% of a message comes from nonverbal sources, whereas only 7% is verbal (of the 93%, 35% is attributed to voice tone, and 58% to body language). Anthropologist Ray Birdwhistell describes a 65-35% split between actions and words, again in favor of nonverbal messages. Whether or not we choose to argue with these precise figures, the point still remains:

Nonverbal communication contributes a great deal to conveying meanings" (Adler & Towne, pp. 196).

8.False - In one study, elementary school children were asked to draw pictures of cavemen. They drew men. But when asked to draw cavepeople, they drew men, women, and children. In the English language, regardless of which meaning is suggested for the word "man" (adult man or human being), the effect has been to exclude or overlook women and their contribution. The use of the male pronoun has a similar effect (Stitt, p. 110).

9.False - Men generally touch more—handshakes as well as less visible touching. A handshake is equal touching. It's good to do it and do it firmly. A man's arm on someone's shoulder is a sign of power—guiding someone or reassuring them. A woman's touch to a man is likely to be assumed as a sexual message.

10.True - A man usually expands into the territory around him. Women may try to appear unimposing.

11.True - Studies have been done on grading essays, John Smith's name on one essay, Joan Smith's name on an identical essay. Higher grades were given to the essay with John's name on it. Similar studies have been done with identical resumes in hiring, both in education and in management. The male was hired first and for more money. In problem-solving groups, two leaders of two different groups were actors, one male and one female. The same words were said. The male leader was judged the best.

12.True - Women communicate more often in a questioning style: Is it hot in here? I'm not sure if this is what you're looking for? Can I ask a stupid question? "Interestingly enough, many women use such hesitations and tags when they speak with men because it works. Women who speak tentatively are more influential with men and less influential with women. Tag questions and hesitations sometimes annoy other women, but they seem to reassure the men. Even though the men regarded an assertive woman as being more knowledgeable and competent than a woman who said the same thing but with hesitations, they were more influenced by a woman who spoke tentatively" (Tavris, p. 299).

13.False - Men are more likely than women to answer questions not addressed to them.

14.True - Males are more likely to receive more attention of all kinds than females, on the average of an 8:1 ratio. Teachers from grade school to graduate school usually ask males more questions, give them more precise feedback, criticize them more, and give them more time to respond (Sadkers, p. 43).

Communicating the American Classroom to Students

1. If the teacher asks you a question, you are expected to give an answer. If you don't know the answer, tell the teacher that you don't know the answer or that you don't understand the question.
2. If you want to make a comment, raise your hand and be acknowledged by the teacher before making the comment.
3. There is NO EXCUSE for not doing your homework. If you are absent, call someone who is in your class and ask them for the assignment. It is your responsibility, not the teacher's responsibility to remind you of missed assignments.
4. Unless you are dead, or near death, you must not be absent on a test day. If you are seriously ill, call and let the teacher know. If your teacher allows make-up tests, you should make up the test within one or two days after returning to class. Serious illness is the only reason for missing a test.
5. It is your responsibility to make up your absences and tardies according to the school's attendance policy.
6. BE ON TIME! It is considered rude to be late and it bothers other students. It is not necessary to knock before you enter the classroom or ask if you can come in.
7. Have your book and writing materials out and be ready to begin when the class starts. Your teacher should not have to ask you every day to take out your book or paper and pencil.
8. Call your teacher by his or her last name, not "teacher." Also use Mr., Miss, Ms., or Mrs. before the last name. For example, Mrs. Smith. This is considered polite.
9. Be courteous of other students. If another student is answering a question or giving a report, listen quietly and give him or her your attention.
10. It is considered impolite to eat, drink, or chew gum during class. These things are reserved for the break.
11. If it is necessary that you leave the classroom, do so quietly. Some teachers require that you ask for permission to leave the classroom at any time other than an emergency.
12. COPYING another student's test or paper is never acceptable. At most schools, the teacher will give you an "F."
13. Books, backpacks, lunches that belong to another student are considered private and should not be moved or tampered with. Keep your hands off other students and their property.
14. Entering a teacher's office with a closed door without knocking first is not acceptable. Knock first, then wait to be invited in.

Resource Material

Sometimes we make the assumption that students know exactly what behaviors are expected in the classroom by the time they reach junior high and high school age. Evelyn O'Dell, who works with ESL students at Provo High, suggests that educators make assumptions about what students understand as appropriate behavior in the classroom. She makes an effort to clarify the customs of the American classroom to her students who come from different parts of the world.

NOTE to Trainer: This list is an example of rules from one teacher who works with students whose previous educational experience was different from that of the American classroom. Have participants determine the unspoken rules of their classroom and compare to the rules in the left-hand column.

OR

have participants identify 3-4 main headings under which these customs could be grouped. Then discuss teacher dilemmas related to these rules.

15. Things on the teacher's desk are private: therefore, do not take things from the teacher's desk unless you have permission to do so.
16. To show respect, you should always be prepared for your class with completed homework assignments and follow the teacher's instructions.
17. It is against classroom rules to write or draw on top of your desk. If you do this, it is considered to be destroying public property. Your teacher may have a discipline plan for this.
18. Your teacher will issue you a book at the beginning of the semester. It is your responsibility to take care of it and return it in good condition. If you lose your book(s), you will have to pay for the book(s).

Anti Self-Esteem Humor

"From our earliest childhood interactions, we develop styles of relating to others. Finding themselves frequently in the company of male peers, boys develop a way of relating to others that involves an orientation toward dominance, competition, and rough-and-tumble play. In these all-male groups, boys interupt each other, brag, joke, tell stories, and ridicule others. They use labels, homophobic talk, name-calling, and humor to maintain relationships and at the same time create distance. Homophobic labels, racial slurs, other terms of insult, and anti self-esteem humor help to highlight and maintain a masculine hierarchy" (Kilmartin, pp. 235-238).

Anti Self-Esteem Humor—

- Hurts.
- Demeans.
- Mirrors disapproval.
- Criticizes.
- Reproaches.
- Shows hostility.

Sometimes we mirror disapproval, disrespect, criticism, and disdain when we use humor to—

- Release tension.
- Laugh at ourselves.
- Tease.
- Create distance.
- Express anger or contempt.
- Put someone down.

Resource Material

NOTE to Trainer: Helping students recognize the humor they use against each other is challenging for adults. Hurtful humor is inappropriate at any time, but can be devastating during adolescence. Discuss with participants how prevalent this type of humor is at their schools, and any concerns they may have. (Overheads for this information are found on page OH 5-7 and OH 5-8)

The culture we live in is a culture of antagonism. Even advertising is antagonistic. "You're not good enough the way you are, so buy something," for example.

To be antagonistic means to show active opposition or hostility toward someone. To use sarcasm means to speak cutting remarks. We mirror disapproval, disrespect, criticism, and disdain when we use anti self-esteem humor and antagonistic humor to—

- Release tension.
- Laugh at ourselves.
- Tease.
- Create distance.
- Express anger or contempt.
- Put someone down.

Teenagers develop the habit of knocking themselves and each other without understanding the consequences of their communication. They use sarcastic humor in conversation to put others down and then avoid responsibility for their cutting remarks by saying, "Just kidding!" In addition, when students don't feel good about themselves, they work harder to make others feel inferior.

Our minds are like no carbon required (NCR) paper. NCR paper is used for forms when an extra copy is required. If we direct some cutting remark toward someone else, the expression of that remark remains as part of us.

In the new NBA rules, officials will more strictly enforce rules against trash-taking and taunting, calling a technical when a player says something that could escalate into a fight.

Nonantagonistic Humor

"Take heed of jesting.
Many have been ruined by it.
It is hard to jest and not sometimes jeer, too,
which often sinks deeper than we had intended."
Thomas Fuller

Avoid humor that demeans or devalues someone because of gender or race, etc. Nonantagonistic humor is not sexist, racist, or sizeist, etc. Use humor that makes a point people can relate to and that helps them focus. This baseball story is an example of looking at human behavior and how easily we get in a rut.

Before going into college basketball coaching, Dick Schultz, head coach at the University of Iowa, was a minor league catcher. He once had a manager who was given to eccentric lineup changes. The manager decided one night to put a rookie third baseman at first base . . . a position he had never played before.

The inevitable happened! A left-handed batter drilled a grounder to the neophyte first baseman who grabbed the ball and, instead of stepping on the base for the out, reflexedly began to throw quite as if he were playing third base. Halfway through the throw, he realized where he was and fell into a series of contortions in an effort to keep from throwing the ball away. The runner was so startled by all of this, that he stopped dead on the baseline. The first baseman finally fired the ball to home plate where catcher Schultz made a startled grab. "I didn't want the ball," he said, "so I threw it back to him." Although the runner had stopped, the first baseman still did not think to step on first; instead he did what any good third baseman would do: he cut him off and started a rundown play.

The runner by now was as confused as anyone, and fell into the act as the first baseman and Schultz began throwing the ball back and forth. Finally, the runner made his break back to his last base . . . which happened to be homeplate. The ball came streaking in, Schultz grabbed it, bagged him, and the umpire bellowed, "you're out!" Schultz, the catcher, had one question. He turned to the umpire and inquired innocently, "What would you have done if he had been safe?"

Resource Material

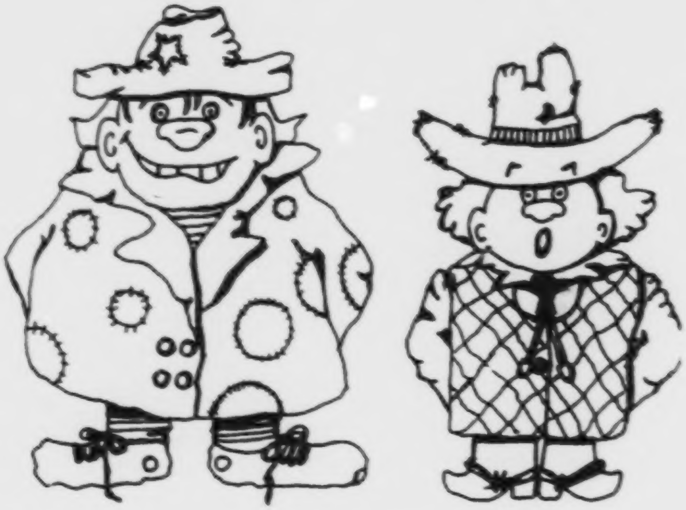
We use humor to release tension when we are uncomfortable. Humor gets us to laugh at ourselves. Men are more likely than women to use jokes, teasing, and "horsing around" as ways of creating affection (and other feelings) indirectly, so no one can accuse them of being wimpy or soft. Jokes protect a person from the risk of rejection (or counterattack) that a straightforward remark might evoke.

Of course, people also use jokes to create distance and to express anger or contempt. People sometimes use humor to put down individuals who encroach on traditional territory. For example, the current spate of Hillary Clinton or dumb men jokes are cases in point. There is no mistake about the hostility behind the sexist put-downs.

Avoid humor that demeans or devalues someone because of gender, race, age, occupation, religion, etc. A good rule to remember is, "If I wouldn't say it about my race, gender, age, for example, then it's not OK about others." The cartoon on the following page is another example.

NOTE to Trainer: An overhead of the quote by Thomas Fuller is found on page OH 5-9. Have participants brainstorm a list of criteria that would identify humor in any form as nonantagonistic. Once they have generated a list, have them rank order the top five ideas, and decide a way to present this information to students. End this session with the thought on the following page (Overhead OH 5-10).

We have not succeeded
in answering all of our problems.



The answers we have found
only serve to raise a whole set of
new questions. In some ways,
we feel we are as confused as
ever, but we believe we are
confused on a much higher level,
and about more important things.

Communications Update

"Relatively few people lose their jobs because they are unable to perform the required work. In 90 percent of all dismissal cases, people skills and communications skills surface as the number one cause."

"A productive work force will need the skills of communication that encourage respect for diversity of style and opinion."

"Male-female conversation is cross-cultural communication. Instead of different dialects, it has been said they speak different genderlects."

Do I Listen Through Filters?

- Of evaluation
- Of a personal agenda
- Of distraction
- Of culture and values

Listen through the filter of different questions that keep the learning channels open:

How can I use this?

How will I be different?

What will I do differently?

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FO_U_ED AT_EN_ION

We sp_nd much of o_r "li__ening" time e_aluating or wandering through the past or pla__ing and a_onizing about future e_ents.

The_e is a way to "b_ h_re n_w."

Focused attention he__s us to manage st_ess, imp_ove _eading, and incr_ase co__unication skills.

MECCA Overhead/Handout

Gender Communications Quiz

How much do you know about how men and women communicate with one another? The 14 items in this questionnaire are based on research explained in a book called *The Communications Gender Gap*, developed by Myra Sadker and Joyce Kaser and distributed by the Mid-Atlantic Center for Sex Equity at The American University.

True False

___ ___ 1. Men talk more than women.

___ ___ 2. Women are more likely than men to disclose information on intimate personal concerns.

___ ___ 3. In general, men smile more often than women.

___ ___ 4. Men are more likely to interrupt women than other men.

___ ___ 5. In conversations, women spend more time gazing at their partner than men do.

___ ___ 6. Men work harder in keeping conversations going.

___ ___ 7. Nonverbal messages carry more weight than verbal messages.

___ ___ 8. When people hear generic words such as "mankind" and "he," they respond inclusively, indicating that the terms apply to both sexes.

___ ___ 9. Women are more likely to touch others than men are.

___ ___ 10. Women use less personal space than men.

___ ___ 11. When a male speaks, he is listened to more carefully than a female speaker, even when she makes the identical presentation.

___ ___ 12. In general, women speak in a more tentative style than do men.

___ ___ 13. Women are more likely to answer questions that are not addressed to them.

___ ___ 14. In classroom communications, male students receive more reprimands, criticism, and verbal praise than female students.

Anti Self-Esteem Humor—

- Hurts
- Demeans
- Mirrors disapproval
- Criticizes
- Reproaches
- Shows hostility

Sometimes we use humor to—

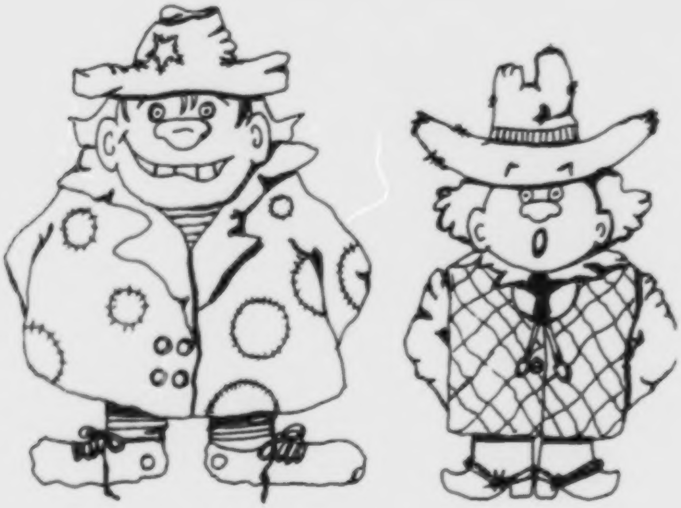
- Release tension
- Laugh at ourselves
- Tease
- Create distance
- Express anger or contempt
- Put someone down

"Take heed of jesting...

Many have been ruined by it. It is hard to jest and not sometimes jeer, too, which often sinks deeper than we had intended."

Thomas Fuller

We have not succeeded
in answering all of our problems.



The answers we have found
only serve to raise a whole set of
new questions. In some ways,
we feel we are as confused as
ever, but we believe we are
confused on a much higher level,
and about more important things.

THE EMPLOYEE OF THE 21ST CENTURY

The following self-evaluation will give you some idea how you will function as an employee of the 21st century. Select the answer that best describes or comes closest to your feelings.

1. I view computers as:
____ a. an important tool.
____ b. a necessary evil.
____ c. I don't want anything to do with them.
2. If I need to learn a new procedure while working on a computer, I:
____ a. get out my manual and figure out how to do it.
____ b. get help from someone who knows what to do.
____ c. give up—it takes too much time and I didn't want to do it anyway.
3. I think of technology as:
____ a. something we all need to know and understand.
____ b. I don't think about it much.
____ c. unnecessary—I don't need these new gadgets.
4. When I get my diploma at graduation, I will probably think:
____ a. this is just the beginning of my education.
____ b. about what I'm going to do now.
____ c. thank goodness, no more school.
5. When I have a question about something, I:
____ a. look up the answer or call someone who should know.
____ b. make a mental note to keep my eyes open for the answer.
____ c. forget about it—it probably wasn't important anyway.
6. I think of change:
____ a. as an opportunity.
____ b. with caution.
____ c. with resistance.
7. If, halfway through a project, I see that my plan for completing it won't work, I would:
____ a. rethink my plan and come up with a better one.
____ b. worry about the project and hope to come up with a better plan someday.
____ c. lose interest and scrap the project.
8. When I'm around people from other cultures:
____ a. I appreciate their diversity.
____ b. I'm curious—but cautious.
____ c. I'm uncomfortable with people who are not like me.
9. The idea of traveling to other countries:
____ a. sounds exciting to me.
____ b. is of some interest to me.
____ c. does not interest me at all.
10. Learning at least one other language:
____ a. is important for everyone
____ b. is probably a good idea.
____ c. is unnecessary—I can get by speaking only English.

Scoring: a = 3 points, b = 2 points, c = 1 point. If your total is 20-30, you already have the attitudes that will make you a valued employee in the 21st century.

(Source: Expanding Options: An Equity Resource Guide, developed by Jenny L. Erwin, published by the Vocational Equity Office, Mississippi Dept. of Education, Jackson, Mississippi, June 1993, p. 4-94.)

Module 6

Gender and Achievement

Administrators use standardized tests to measure student achievement in school. Concern is expressed when girls' scores are lower in math and science and boys' scores are lower in English and writing. Expanding our discussion of student achievement beyond test scores allows us to explore how students get turned on to learning and start finding and asking their own questions.

- Inching Up Test Scores 6-2
- Learning Styles Inventory 6-3
- Another View of Learning Styles 6-4
- Attitudinal Obstacles to Helping Students Achieve 6-5
- Why Do Girls Scale Back? 6-6
- Beyond Good Intentions 6-8
- Learning From Girls' Computer Avoidance 6-10
- Impacting Students' Futures 6-11
- "This is Your Life" Game 6-12
- Overhead and Handout Section

Inching Up Test Scores

"The economic and social facts of life demand that we educate vast numbers of youngsters once bypassed by our schools. To accomplish this, educators need to stop trying to think of new ways to fine-tune the status quo to inch up test scores by a few points here and there or to move youngsters more efficiently through the diploma mill. Our schools now are more tooled to process students than to educate them.

Instead of asking how we can get the kids to graduate, we have to ask how children actually learn.

We have to think about what structures and approaches will actively involve students in their own learning and will allow teachers the flexibility to strike sparks and ignite enthusiasm."

Albert Shanker, President of the American Federation of Teachers
Restructuring America's Schools, p. 85.

Resource Material

Typically, teachers follow a pattern of telling students information, and having students take notes, memorize answers, and take tests. In effect, we ask the students to adapt their style of absorption to our style of presenting information. In this module, we will look at students in a different way, more than just how our interaction with them is influenced by their gender or race. We can incorporate strategies which can have a positive impact on the achievement levels of ALL students.

NOTE to Trainer: Use this quotation (Overhead on page OH 6-1) to begin a discussion on what it means to help students figure out how they actually learn. This may get into learning styles—audio, visual, and hands-on, —whether students learn better in group or individual situations, the value of higher-order thinking skills, or how ineffective or effective it is to have students memorize to prepare for a test.

Questions:

1. What skills do students need for the future? (adaptability, cooperation, communication, decision making, information retrieval, stress management, frustration tolerance, etc.)
2. What skills do standardized tests measure? (Memorization and recall.)

BOTTOM-LINE of Equity Training: Achievement in ATE and related programs is critical. As students have success with technology and deal with increasing amounts of information, they develop the skills of information retrieval and problem solving—key skills for the future.

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Learning Styles Inventory

Circle the numbers beside statements that apply to you.

1. You talk to yourself or read aloud.
2. You put things back where they belong without being reminded.
3. You use your fists before your mouth in an argument.
4. You have always had a tendency to make errors when copying from the chalkboard (such as omitting letters, words, and lines of print).
5. You dislike drawing.
6. Your speaking voice is either too loud or too soft.
7. You often mispronounce common words.
8. You usually have verbal excuses for your misbehavior.
9. You are poor at ball-playing skills (throwing and catching).
10. You have a short attention span for paper-pencil tasks.
11. You are good at noticing details.
12. You are good at taking gadgets apart and putting them back together again.
13. You have always enjoyed books and pictures.
14. You read with lip movement.
15. You like to thump your buddies on the back in friendship and nudge friends in fun.
16. You have hard-to-read handwriting.
17. You sing well and remember words and tunes; you can keep your place when harmonizing or singing in rounds.
18. You always have trouble remembering words to songs or poems.
19. You keep a neat and tidy desk.
20. You have always enjoyed working puzzles.
21. You tend to chatter a lot, distracting others around you.
22. You tend to omit problems or answers on a work page.
23. You use your hands and facial expressions when talking.
24. You like to feel or touch everything you walk past or stand near.
25. You generally don't notice odor or smells, temperature, or textures around you.
26. You often feel tense and unsure when you have to give oral answers.
27. It is difficult for you to follow verbal directions.
28. Telling stories is fun for you, the "bigger" the story the better.
29. You have always reversed letters and words in reading and writing (for example, was for saw).
30. You are best at following verbal instructions.

Resource Material

People are different: they have different interests and ways of learning—of absorbing information. This inventory is one way of looking at learning styles. In this exercise, we focus on three general learning styles.

- Visual. This person learns best from diagrams, pictures, charts, or anything that he or she can look at.
- Auditory. This person understands best by listening.
- Hands-on. This person needs the sensation of touch and/or movement, and learns best by doing or feeling something.

By presenting information all three ways whenever possible, most students will be able to learn even more effectively.

KEY: Circle the numbers below that correspond to the numbers you circled in the inventory.

Visual strength 2, 11, 13, 19, 20
Visual weakness 4, 10, 14, 21, 22
Auditory strength 1, 8, 17, 28, 30
Auditory weakness 6, 7, 18, 26, 27
Hands-on strength 3, 12, 15, 23, 24
Hands-on weakness 5, 9, 16, 25, 29

Identify your—
Learning strength(s):
Learning weakness(es)

Source: Going Places, San Diego City Schools, pp. 244-248.

NOTE of caution: Assuming that we can categorize students according to these 3 learning styles alone is an oversimplification of how we learn. While it is helpful for teachers to be aware of the different ways in which various students learn, it can be damaging to categorize or label students, and it is particularly damaging for students themselves to believe they can learn in only one way. These labels can also become unfair biases and stereotypes.

Another View of Learning Styles

Concrete
Experimenting

Style 1 learners

- Are skilled at viewing concrete situations from many points of view.
- Approach events as observers and prefer not to take action.
- Enjoy situations that ask them to generate a wide range of ideas.
- Are imaginative and confident about their own thinking.
- Work for harmony and create support.
- Favorite question is, Why?

Style 2 learners

- Excel at understanding a wide range of information and putting it into concise, logical form.
- Are more interested in abstract ideas and less focused on people.
- Are thorough, industrious, goal-oriented, and prefer principles and procedures to open-ended learning situations.
- Excel at detailed work.
- Favorite question is, What?

Reflective
Observation

Active
Experimenting

Style 4 learners

- Learn effectively from "hands-on" experiences.
- Enjoy carrying out plans and getting involved in new or challenging experiences.
- Tend to rely more heavily on "gut" feelings than on logical analysis.
- Encourage people to think for themselves.
- Strive to bring action to ideas and to foster the creative spirit.
- A favored question is, What if?

Style 3 learners

- Skilled at finding practical uses for ideas and theories.
- Excel in solving problems and making decisions based on finding answers.
- Prefer technical tasks to working with social issues or "people problems."
- Experiment and tinker with things to figure out how they work.
- Thrive on plans and schedules.
- A favorite question is, How does this work?

Abstract
Conceptualizing

Resource Material

Learning styles are the ways in which a person takes in and processes information. The concept of learning styles takes into account different combinations of perceiving and processing. A person's style is reflected in his/her behavior. People who go through school without a knowledge of their learning styles might feel inadequate or unsuccessful. Discovering our individual learning styles can change this. With this knowledge we can:

1. Seek out experiences that draw on our strengths.
2. Adapt our speaking, writing, thinking, and listening to the learning styles of others.
3. Make a conscious attempt to develop our skills at other learning styles.

Learning theorists have drawn our attention to **two styles of perceiving:**

1. concrete experimenting or
2. abstract conceptualizing and

two styles of processing:

1. active experimenting or
2. reflective observing.

Keep in mind that none of us falls purely into any one of these categories. Rather, there are continuous lines between abstract and concrete, between reflecting and experimenting. When we combine these ways of processing and perceiving, four distinct learning styles emerge.

One caution: Beware of labeling. Categories such as the four listed above are useful only for promoting self-awareness.

Source: The 4MAT System: Teaching To Learning Styles With Right/Left Mode Techniques by Bernice McCarthy, 1987, Excel, Inc. 200 West Station Street, Barrington, IL 60010, 1-800-822-4MAT.

NOTE to Trainer: OVHs 6-7 and 6-8 belong with this information. Have participants choose a topic and write questions for each learning style.

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Attitudinal Obstacles to Helping Students Achieve

- Prior Student Achievement
- Prior Placement and Labeling
- Socio-economic Status
- Physical Attractiveness
- Language and How a Student Speaks

Resource Material

Crystal Kuykendall has suggested five attitudinal obstacles to students' achievement.

1. Prior Student Achievement: We become too accustomed to fast results and we may not be patient with a slow starter. Kids grow and learn at different rates—some early and some late.

2. Prior Placement and Labeling: Tracking and ability grouping has a negative impact. Labeling usually carries a negative vs normal connotation with it. LD usually stands for learning disabled; it could also stand for "learns differently."

3. Socio-economic Status: We're all poor. Some of us are just broke at a higher level.

4. Physical Attractiveness: It's easy to judge students on what they wear, their hair, their smell, etc.

5. Language and How a Student Speaks: Reach, then teach. Even if your class is all one race, they still need to learn to relate to and even celebrate diversity.

"Anyone who spends six hours in a building where everyone points out their weaknesses begins to lose hope. Look for positives, build on strengths, so they can get a JOB. Help students overcome the fear of failure. A good attitude about themselves gives them the power to succeed."

(Source: Keynote address given at the Utah ATE Conference, June 1994. Dr. Kuykendall is President and General Counsel of her own firm, K.I.R.K., Inc.)

NOTE to Trainer: When participants come into the room, have them pick one of five pieces of candy or one of five different colored stickers to put on their nametags. Have them group themselves according to color/candy that corresponds to one of the five topics on the overhead (OH 6-2). Then have participants identify how they would feel if they were a student categorized according to these criteria. Have each group share their feelings and concerns with the larger group.

Why Do Girls Scale Back?

Mixed Messages: "Society gives adolescent girls mixed messages. Women should fill a supportive, nurturing role, but they are expected to develop their own talents; girls are rewarded by teachers and parents for good grades and performance, but society as expressed in media, books, and through peer groups, relays the message that intellectual pursuits are unfeminine.

"More than ever before, teenage girls are urged to contribute their abilities and talents to society. More careers are open for their choosing, and higher levels within those careers are beginning to accept women. At the same time, gender role stereotyping still affects socialization and development at home and at school. Gender role differences are so evident by junior high years that girls begin a decline in achievement from the advantaged position they showed in elementary school. These years are critical.

If characteristics such as assertiveness, independence, leadership, and analytic and critical thinking are viewed by parents, teachers, and peers as masculine, the girls will be forced to choose between being smart and being feminine. Such a choice should never have to be made." (Source: Barbara Clark, Growing Up Gifted, Columbus, Ohio: Merrill Publishing Company, pp. 429, 510.)

Learned helplessness: Risktaking, self-trust, and independence are necessary to the development of critical thinking and problem-solving skills. In interactions with parents and teachers, more subtle and some not so subtle clues discourage independence in girls. Little girls are told to stay near while little boys are given directions for independent activity and sent on their way. Boys are encouraged to try out new toys and materials, while little girls are shown passively, as the teacher usually does the manipulation for them. These patterns of interaction give a subtle message: less is expected of girls, their competence is questioned, and they are not taken seriously. (Source Barbara Clark, Ibid., pp. 505, 507-508.)

Personalizing feedback: When calling on students, teachers often encourage males to think through problems, while telling females what to do. Teachers also discipline females less severely. This leads to an inability to effectively receive criticism later in life. Girls are most often given feedback about their appearance and the neatness of their work (Sadkers, Failing at Fairness, p. 55). This kind of feedback is not necessarily inappropriate. Girls get in trouble, though, when they personally absorb feedback about their school work and make the assumption that if they messed up on some problem or assignment, they themselves are not OK. We need to teach students to detach from feedback about their work. Critical assessment is an important

Resource Material

NOTE to Trainer: Reasons that teenage girls scale back in their achievement potential are identified on the next two pages (and on the overhead, OH 6-3). Have participants—

1. Discuss the effects of one topic on the achievement of female students.
2. Identify similar/different effects that male students are faced with; e.g., feeling locked into making money.

Have a scribe, gatekeeper (a person in the group who makes sure everyone contributes and that any one person doesn't dominate the discussion), and presenter who will share the insights of the smaller group with the whole group. The presenter could write the main points contrasting male and female achievement issues on the chalkboad or overhead transparency.

part of improving the work, writing, etc., that we do in school. Knowing what to personalize and what not to personalize is more of a challenge for girls than boys.

Lack of math encouragement: "An analysis of data related to math and science showed that relatively few sex differences emerged, but those that did formed a fairly consistent pattern. Boys, compared to girls, rated their math ability higher, felt they had to exert less effort to do well in math, and held higher expectations for future successes in math, even though there were no sex differences on any of the objective measures of math performance. In addition, boys in current math courses and advanced math courses rated these classes easier than did the girls; boys rated math as more useful than the girls. Finally, both boys and girls rated math as more useful for males than for females. Boys had a more positive view both of themselves as math learners and of math itself.

"Males receive more encouragement than females from parents, teachers, and counselors to enroll in advanced mathematics courses or to pursue math-oriented careers. Mathematics is commonly perceived as a male achievement domain. Consequently, because of its potential conflict with their gender-role identity, females are more likely to avoid mathematics.

"This underrepresentation of females in math and science is very costly both for females and society at large. In almost all occupational fields, females can expect to earn less than their male peers. Both males and females earn more in math-related occupations than in nonscientific occupations. In addition, among recent graduates, females are most likely to earn salaries commensurate with those of their male peers in scientific and technical fields. Also, society is in need of as many mathematically trained and scientifically literate graduates as it can get to fill jobs in a wide range of industries and service professions." (Source: Jacquelynne Eccles, The Nebraska Symposium on Motivation, "Sex Differences in Achievement Patterns, p. 112.)

The "nerd" factor: Stereotypes about people who are good in math and science are still a problem. Many high school girls who are good at math and science see mathematicians and scientists as "nerds," "social outcasts," and "loners." Many also see math and science as "male dominated" and "a man's job." Informal social sessions with women and men scientists from different ethnic groups have been shown to change high school girls' view of people who are good in math and science from "nerdy" and "strange" and "unfeminine" to people who are social and have a sense of humor. Girls who are interested in math and science courses can network with each other to reduce isolation. (Source: Pamphlet by Patricia B. Campbell, Ph.D., "Nothing Can Stop Us Now: Designing Effective Programs for Girls in Math, Science, and Engineering.")

Beyond Good Intentions

In the past twenty years, equity specialists have been largely responsible for the positive strides made for girls in education, especially in math and science. Yet we continue to face many of the same challenges and roadblocks. The *AAUW Report: How Schools Shortchange Girls* was commissioned by the AAUW Educational Foundation Board of Directors in 1991. Developed by the Wellesley College Center for Research on Women, the study challenges the common assumption that girls and boys are treated fairly in our public schools.

- Why a Report on Girls?
- What Happens in the Classroom?
- What Do We Teach Our Students?
- How Do Race/Ethnicity and Socioeconomic Status Affect Achievement in School?
- How Are Girls Doing in Math and Science?
- Tests: Stepping Stones or Stop Signs?
- Why Do Girls Drop Out and What are the Consequences?
- Recommendations: Action for Change

(Source: "Highlights of the Research," by Alicia Quinn, Program Officer, The AAUW Report: Shortchanging Girls, Shortchanging America, AAUW, Washington, D.C. 1992.)

Resource Material

NOTE to Trainer: Using the Overhead with main titles as a starting point (OH 6-4), have participants brainstorm their own suggestions and compare with resource material.

Why a Report on Girls? Twenty years after the passage of Title IX, girls still receive an unequal education. By any measure—test scores, curriculum, or teacher-student interaction—girls are being shortchanged.

What Happens in the Classroom? From preschool through postsecondary education, females receive less attention than males. Many preschool programs are not geared to the developmental needs of girls. Instead, they engage girls in activities in which they are already proficient, but in which boys typically lag behind. Boys demand more attention—and they get it. When boys call out answers, teachers usually listen. When girls call out answers, they are often corrected on their behavior. AAUW's 1990 poll showed that girls' self-esteem drops at twice the rate of boys' as they move through adolescence. Schools can play a crucial role in challenging and changing gender-role expectations that undermine girls' self-confidence and achievement. Sixty-five percent of high school girls taking applied technology courses in nontraditional fields reported sexual harassment by their classmates—and even their teachers.

What Do We Teach Our Students? The formal curriculum is the central message-giving vehicle in schools. The curriculum could provide all students both windows to the world beyond their own experience and mirrors of themselves. Curricula which ignore the contributions and experiences of girls and women contribute to the drop in girls' self-esteem by conveying the message that people like them don't matter. The benefits to students of a gender-fair, culturally-sensitive curriculum include more favorable attitudes toward other groups, a reduction in stereotyping, and increased academic achievement.

How Do Race/Ethnicity and Socioeconomic Status Affect Achievement in

School? Too little information is available on racial and ethnic minority students—especially Native American and Asian Americans. Socioeconomic status is the best predictor of student achievement. Minority girls, who face racism as well as sexism, and girls from low-income and poor families, face especially severe obstacles to achievement. Those obstacles may include poor schools in dangerous neighborhoods, low teacher expectations, and inadequate nutrition and health care.

How Are Girls Doing in Math and Science? The gender gap in math achievement is small and declining. Boys are not innately superior to girls in quantitative skills; there is no math gene. Girls' math grades are as high or higher than boys, but boys are likely to outperform girls on standardized math tests. Math confidence has a stronger link to math achievement than any other variable. As girls grow up, they lose confidence in their ability to do well in math. Studies have shown that girls' loss of confidence in their math abilities precedes a decline in achievement in the middle grades. Girls who do well in math tend to have nontraditional views of gender roles.

The gender gap in science achievement has not declined. In fact, it may be increasing. Girls and boys take different science courses. Girls are most likely to take advanced biology; boys more often take advanced chemistry and physics. Girls who are highly competent in math and science don't choose related careers at the same rate as highly competent boys. Girls who pursue advanced math and science courses in high school and beyond report that teacher encouragement is a big factor in their continued interest. Girls who participate in career conferences or summer camps in math and science show increased interest in those fields. Boys who drop out of math and science courses tend to do so because they can't do the work. Girls who abandon those fields often do so even when they are doing well in class.

Tests: Stepping Stones or Stop Signs? Standardized tests are the gatekeepers to opportunity for students. Girls score better on essay tests, while boys' scores are higher on multiple-choice exams. SAT scores underpredict college grades of girls and overpredict boys' grades in college. Scholarships that are based solely or largely on SAT scores go to boys over equally or more qualified girls. SAT verbal scores are higher when the subject matter is familiar. Boys do better on questions related to science and sports; girls perform better on philosophy and relationship questions.

Why Do Girls Drop Out and What are the Consequences? More than half of girls who drop out of school do so for reasons other than pregnancy. The reasons they give for dropping out range from fulfilling responsibilities at home to finding school boring and irrelevant to their lives. Forty-seven percent of girls who drop out of school live the rest of their lives in poverty, compared to 29% of boys who drop out. Poverty is almost inescapable in households headed by women without a high school diploma: 77% for whites and 87% for African Americans. Hispanic school completion rates vary by national origin. Puerto Rican and Cuban-American girls are more likely to drop out than Mexican-American or other Hispanic girls. Black and Hispanic males who drop out of school are more likely than their female counterparts to return to school within two years to get a GED.

Recommendations: Action for Change Teachers, administrators, and counselors must be prepared and encouraged to bring gender equity and awareness to every aspect of schooling. The formal school curriculum must include the experiences of women and men from all walks of life. Girls and boys must see women and girls reflected and valued in the materials they study. Girls must be educated and encouraged to understand that mathematics and the sciences are important and relevant to their lives. Girls must be actively supported in pursuing education and employment in these areas. Continued attention to gender equity in applied technology education programs must be a high priority at every level of educational governance and administration.

Learning From Girls' Computer Avoidance

Girls' computer avoidance can seem almost mysterious. Teachers and guidance counselors don't tell them not to take the advanced courses or join the computer club or take part in the computer contest. Parents don't tell them not to study computers. The machines themselves don't clank or gurgle or stink or lurch, or do other scary things. Nevertheless, some girls' presence seems to melt away inexplicably as they get older.

In some places, teachers, guidance counselors, and parents even express puzzlement and frustration at this situation. They want girls to learn computers. In other places, no one even notices that computer courses and labs are filled with boys.

Needless to say, the consequences to computer-avoiding girls are not good: lowered confidence, inadequate preparation for an increasingly technological world, and, of course, lower occupational and economic prospects.

The reason teachers, guidance counselors, and parents fail to understand what's happening is that they are looking for a Big Explanation. But that's not how computer avoidance works. It is created or reinforced when—

- Teachers inadvertently ask boys the technical questions, or when teachers wait longer for boys' answers to technical questions than girls' answers.
- Girls see so many men in computer-related roles on television programs and commercials.
- The programming course is scheduled at the same time as music.
- Fathers and brothers use the home computer more than anyone else.
- The popular girls in the school are cheerleaders or in the chorus, not in the computer club.
- Boys make fun of a girl's ignorance of a technical term.
- Newspaper pictures of CEOs of computer companies show only men. (Actually, only white men.)
- Boys play macho video and computer games at school, at home, or in the video arcade.
- Girls notice that many of the boys who hang around computers a lot are not the kind of boys, or even people, they like to associate with.
- Girls see a hint of bore[illegible]terest, frustration, or incomprehension on a female person[illegible] face when it comes to technology.

Resource Material

Educators need to realize that: (1) these events and behaviors are inadvertent, unintentional, even unconscious, and (2) no single event or behavior is at fault or even matters very much, but that accumulated observation and experience over time matter a great deal and in fact produce the computer-avoiding behavior that is so obvious by the high school years.

Teachers need to understand that they aren't to blame for the dilemma. Most teachers don't react to poor, defenseless little girls who are dying to learn Pascal by pushing them out the door and telling them in thunderous tones to never come back again.

Even individuals who specialize in or have received specific equity awareness training have sexist thoughts and attitudes and have done sexist things. We all do these things to some extent because this is the world we learned, starting with the pink and blue receiving blankets. We must have compassion and kindness for ourselves. Overcoming sexism is genuinely hard to do. Even though none of us will probably ever eradicate all sexism from our thoughts and actions, we can eliminate much of it if we pay attention and think. The more effort we make, the more sexism we'll overcome. And whatever we get rid of will make a real difference to girls' futures.

(Source: "What We Can Learn From Girls' Computer Avoidance," by Jo Sanders, NCSEE News, Vol. 92-93, No. 4, June, pp. 5-6.)

NOTE to Trainer: Have participants brainstorm other areas of avoidance for young women, young men, or ethnic groups, etc. Discuss the ramifications of such avoidance on workplace readiness skills.

BEST COPY AVAILABLE

Impacting Students' Futures

1. **Help students project themselves into the future and understand the consequences of their actions.** Answer the "Whys": Why stay in school? Why take math? Why learn verbal skills? "We are studying this today because . . ." "Imagine this in the future . . ." (A strong relationship exists between a student's career aspirations and prevention of teen pregnancy. Students need to see that they will have many roles during their life span.)

VISION + ENERGY = SUCCESS

2. **Teach students the value of completing assignments.** Businesses are interested in employees who will get the job done. School assignments give students a great deal of **practice** in completing assignments and meeting deadlines—exactly what work in the real world is all about (and that includes doing some things they do not like or think are too hard). Employers often ask prospective employees to identify a personal strength that would contribute to the company. Any student who has practiced completing assignments can say, "I get things done on time and I have 12+ years of school assignments to prove it."

3. **Teach students language that is personally empowering, and how to recognize subtle putdowns.** I can, I will . . . . "I can do difficult things." "I can break this assignment down into smaller, manageable parts." "I can handle that assignment." "I can't" usually means, "It's too scary," "It's too hard," or "I don't want to." "It's boring" says "I don't want to put forth the effort." Putdowns include such comments as: "I'm surprised you did so well on the test." "That was pretty good, for a girl!"

4. **Use a variety of teaching methods.** The greater the interaction, the better the learning and the longer the retention. The more teaching techniques, the higher the achievement. Lecturing is the old standby and reinforces passive learning. (There are occasions, however, when lectures are appropriate—particularly when accompanied by student thinking activities.) Use group and collaborative learning.

5. **Encourage problem solving and creativity.** Include examples and situations that could have more than one right answer. Use analogies, brainstorming, comparison, and contrast. Self-esteem increases when we accomplish difficult things.

Resource Material

NOTE to Trainer: Have participants brainstorm any number of factors they think influence the achievement patterns of students. Have someone write these on the board. These could include: expectations of parents, teachers, and friends; personal motivation; birth order; economic status expectations; gang or other negative group influence; a sense of identity; career aspirations; and the ability to see themselves as competent, worthwhile, and deserving.

Divide participants into five groups and assign one of the strategies to each group. Have markers, newsprint paper, blank transparencies, and other school aids for their use. They will have five minutes to present each strategy visually. Give them time to plan together and then present to the whole group.

This Is Your Life Game

HOMEMAKER
POLICE OFFICER
MIDWIFE
CHILD CARE WORKER
FLIGHT ATTENDANT
ASSEMBLY LINE WORKER
NURSE
COMPUTER SCIENTIST
SOLDIER
STAND-UP COMEDIAN
HIGHWAY PATROL OFFICER
TRUCK DRIVER
TEACHER'S AIDE
ADVERTISING EXECUTIVE
JOURNALIST
MAIL CARRIER

FIREFIGHTER
DENTIST
PRINCIPAL
AIRPLANE PILOT
PROFESSOR
AIR TRAFFIC CONTROLLER
HISTORY TEACHER
CHEF
FARMER
GRAPHIC ARTIST
CONSTRUCTION WORKER
ELECTRICIAN
EDITOR
MIGRANT FARM WORKER
WAITER/WAITRESS
PSYCHOLOGIST

TEACHER
WELDER
LIBRARIAN
AUTHOR
ENGINEER
BRICK LAYER
SECRETARY
HAIR STYLIST
RADIOLOGIST
ATTORNEY
GARBAGE COLLECTOR
DOCTOR
BARTENDER
GROCERY CLERK
BANKER

Resource Material

NOTE to Trainer: Prepare 3x5 cards with one occupation written on each card. (You may want to print the list in the Handout Section, p. OH 6-5 and OH 6-6 on cardstock.)

During the presentation, shuffle the cards and pass one card to each participant. Explain that participants are not to trade their card with anyone else. Tell them that from this day forward, this is their career choice, and that they will need to obtain the necessary training or education and pursue this career.

If possible, take time to briefly discuss the following questions with participants after they have received an occupation.

1. What job were you dealt?
2. Do you like your job?
3. Do you think that you will enjoy this job for many years?
4. Do you think you will do well in this job?
5. Will you earn enough money in this job?
6. If you had a choice, would you prefer to take another job?

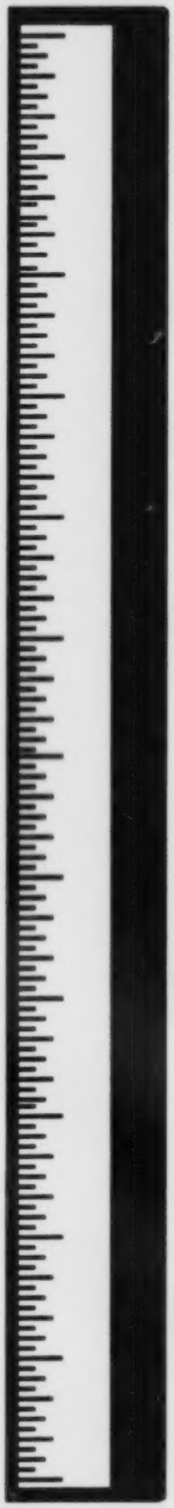
Questions for the whole group:

1. How many are happy with the job they have?
2. How many of you could live with the job you were handed?
3. How many of you would not be happy doing the job you were handed for the next 30 years? (Ninety percent of women will work at least 30 years of their lives. Many do not plan to work and then when they do, must take a job they do not like. On the other hand, some students want you to hand them a job.)

Explain to the group that if they do not carefully choose their own career or allow others to choose for them (e.g., mom and dad, teachers, counselors, or society's stereotypes), they run the risk of being unhappy in their job. How well you like your job helps determines how satisfied you are with life. Getting up and going to a job you hate affects everything else you do and have, including your relationships.

MECCA Overhead/Handout

Inching Up Test Scores



We must educate vast numbers of youngsters once bypassed by our schools.

Educators need to stop trying to inch up test scores by a few points.

Instead, we have to ask how children actually learn.

Think about what structures and approaches will actively involve students in their own learning.

Attitudinal Obstacles to Helping Students Achieve

- Prior Student Achievement
- Prior Placement and Labeling
- Socio-economic Status
- Physical Attractiveness
- Language and How a Student Speaks

Why Do Girls Scale Back?

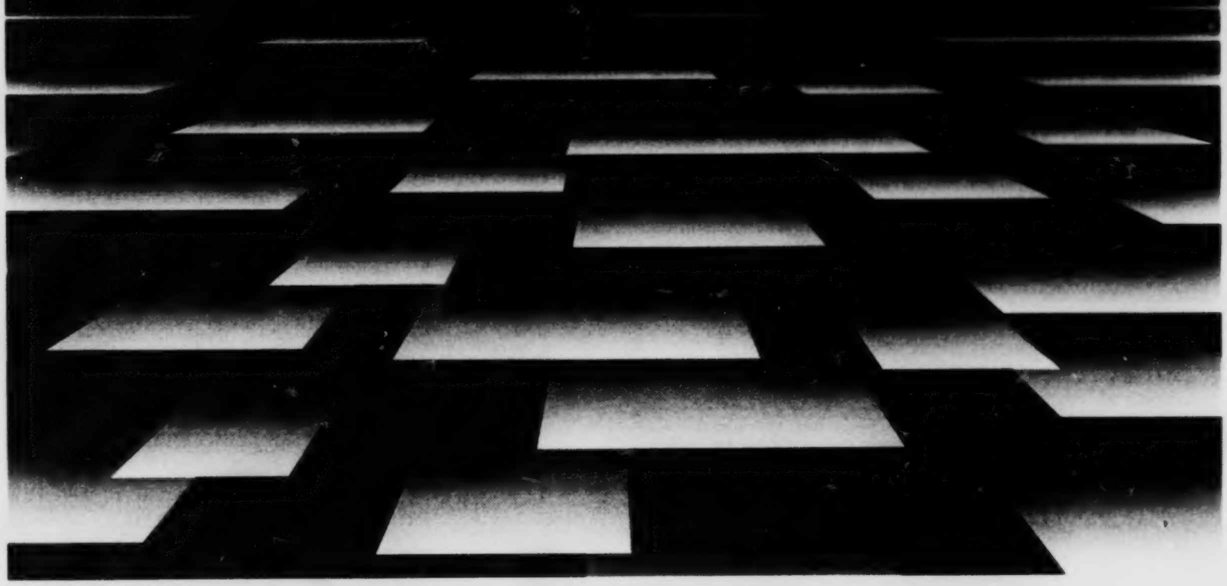
- Mixed Messages
- Learned Helplessness
- Personalizing Feedback
- Lack of Math Encouragement
- The "Nerd" Factor

What Happens to Boys?

-
-
-
-
-

Beyond Good Intentions

- What Happens?
- What Do We Teach Students?
- Race/Ethnicity & Socioeconomic Status
- Girls in Math and Science
- Tests: Stepping Stones or Stop Signs?
- Consequences of Dropping Out
- Action for Change



HOMEMAKER	HIGHWAY PATROL OFFICER	PROFESSOR
POLICE OFFICER	TRUCK DRIVER	AIR TRAFFIC CONTROLLER
MIDWIFE	TEACHER'S AIDE	HISTORY TEACHER
CHILD CARE WORKER	ADVERTISING EXECUTIVE	CHEF
FLIGHT ATTENDANT	JOURNALIST	FARMER
ASSEMBLY LINE WORKER	MAIL CARRIER	GRAPHIC ARTIST
NURSE	FIREFIGHTER	ELECTRICIAN
COMPUTER SCIENTIST	PRINCIPAL	EDITOR
STAND-UP COMEDIAN	AIRPLANE PILOT	MIGRANT FARM WORKER

WAITER/WAITRESS	RADIOLOGIST	DENTIST
PSYCHOLOGIST	ATTORNEY	CONSTRUCTION WORKER
TEACHER	DOCTOR	
WELDER	BARTENDER	
LIBRARIAN	GROCERY CLERK	
ENGINEER	GARBAGE COLLECTOR	
BRICK LAYER	BANKER	
SECRETARY	AUTHOR	
HAIR STYLIST	SOLDIER	

Learning Styles

Learning styles are the typical ways in which a person takes in and processes information. Learning theorists suggest two styles of perceiving: (1) concrete experimenting or (2) abstract conceptualizing and two styles of processing: (1) active experimenting or (2) reflective observing. When we combine these ways of processing and perceiving, we emerge with four distinct learning styles. One caution: categories such as the four listed below are useful only for promoting self-awareness.

Concrete Experimenting

Style 1 learners:

- Are skilled at viewing concrete situations from many aspects.
- Approach events as observers and prefer not to take action.
- Enjoy situations that ask them to generate a wide range of ideas.
- Are imaginative and confident about their own thinking.
- Work for harmony and create support.
- Favorite question is, Why?

Style 2 learners:

- Excel at understanding a wide range of information and putting it into concise, logical form.
- Are more interested in abstract ideas and less focused on people.
- Are thorough, industrious, goal-oriented, and prefer principles and procedures to open-ended learning situations.
- Excel at detailed work.
- Favorite question is, What?

Reflective Observation

Active Experimenting

Style 4 learners:

- Learn effectively from "hands-on" experiences.
- Enjoy carrying out plans and getting involved in new or challenging experiences.
- Tend to rely more heavily on "gut" feelings than on logical analysis.
- Encourage people to think for themselves.
- Strive to bring action to ideas and to foster the creative spirit.
- A favored question is, What if?

Style 3 learners:

- Skilled at finding practical uses for ideas and theories.
- Excel in solving problems and making decisions based on finding answers to questions.
- Prefer technical tasks to working with social issues or "people problems."
- Experiment and tinker with things to figure out how they work.
- Thrive on plans and schedules.
- A favorite question is, How does this work?

Abstract Conceptualizing

Learning Style Skills and Questions

Skills

Skills of Style 1 Learners Brainstorming Listening Speaking Interacting Feeling Data Gathering Imaging	**Skills of Style 2 Learners** Observing Analyzing Classifying Theorizing Organizing Conceptualizing Testing Theories
Skills of Style 4 Learners Modifying Adapting Risking Collaborating Committing Influencing Leading	**Skills of Style 3 Learners** Manipulating Tinkering Improving Applying Experimenting Goal Setting Deciding

Favorite Questions

Why is it important to my teaching/education that I learn this?	**What** are the important concepts and facts I need to learn in mastering this information?
What if this idea can be extended more broadly to other situations in my life?	**How** can I try this out or practice this new idea to see if it makes sense to me?

Looking at Diversity

Brainstorm a list of the most valuable suggestions you have gained from this presentation on: • Exploring your potential biases and lack of knowledge about other groups. • Building relationships with people from other groups.	Describe any examples of discrimination, sexism, or sexual harassment you've personally witnessed.
List three specific actions you can take to begin conversations that promote inclusion.	Create a list of five major goals you'd like to accomplish in your lifetime. For each goal, list three majors that could provide the skills and knowledge needed to accomplish that goal.

MECCA Overhead/Handout

Your Career: Plan!

What is career planning?

Career planning is setting short and long-term goals and then figuring out what you need to do to reach them. A career represents one's progress in a particular occupation. It can consist of a sequence of jobs with common themes. Five career changes in life is the national average.

Why is it important?

Planning can stop you from stumbling into what may be for you a dreary occupation. If you take time to plan, you have a better chance of making your work a rewarding experience. Your career, more than any other single factor, determines how you will live: the kinds of people with whom you associate, your leisure activities, your style of life.

How?

The first question to ask is whether you know yourself well enough to make decisions about what you want to do. The more you know and understand about yourself, the better you will be able to make decisions and take advantage of opportunities, thus improving your chances for success. Following are three steps to help you in planning your career.

Step 1: Evaluation

Inventory Your Interests

List Your Aptitudes and Abilities

Determine Your Values

Describe Your Personal Characteristics

Step 2: Establish Career Goals

Lifetime Goals

Five-Year Goals

One-Year Goals

Step 3: Select Activities

Research

Interviewing

On-the-job experience

Checking out sources of employment information

MECCA Overhead/Handout

WHY TAKE MORE MATH??

If you think you have reasons to not take more math classes, think again.

YOU say...	Consider the reality that...
I don't like math.	Math is important in all areas of work.
I don't do well in math.	Most people, even those who go into math-related careers, were not straight-A students in math.
It'll hurt my grade-point average.	Well-rounded preparation is more important than your grade-point average. Not taking math will close doors to many careers.
I don't like the teacher.	We all have our preference in teachers. If you don't understand her/his explanation, form a study group to work with you.
I'm not going to need it anyway.	The average teenager in high school today will work for over 20 years, whether male or female. You'll lose $1,900 in **lifetime** wages for every hour you don't spend studying math.
It's boring.	Is it boring or are you afraid you can't succeed at math? You have to build up your confidence. You don't have to be the first one with the correct answer. Getting the answer to a math problem is the first step. Start small and build a method that works for you.
My mother/sister/friend didn't need math.	Not everybody uses a lot of math, but more people are using math in everyday living. You need to know if you've been given the correct change at the store. And yes, you'll increase your chances of having more job opportunities if you stay in math.
I feel dumb in math class.	Don't feel defeated if you don't understand something the first, second, or third time. People are different and learn differently. Find out what works for you: drawing pictures, acting out word problems, etc. Be creative. Ask for extra help as needed. Your confidence will grow as you lead in solving the problem for yourself.

(Revised from Title IX Line, Winter 1986, Center for Sex Equity in Schools, University of Michigan, School of Education)

MECCA Overhead/Handout

Why Girls Drop Out of Math and Science

Take the following quiz to find out some of the reasons that girls don't pursue math and science and some of the reasons why they should!

1. Which of the following groups of students receive the least amount of teacher attention in our classrooms?

___high-achieving males ___high-achieving females ___minority males
___minority females ___low-achieving males ___low-achieving females

2. No matter what the sex of the teacher, boys receive more opportunities to respond in math classrooms than girls. On the average boys receive:

___twice as many opportunities to respond ___three times as many
___four times as many ___five times as many

3. Fewer females than males are found in higher level math classes because:

___society does not expect girls to do well in math
___girls are taught that they will not need math as much as boys in the future
___girls are "helped" to do their math while boys are expected to "work it out for themselves"
___girls are allowed to drop out of math when it gets difficult while boys are encouraged to stay with it
___girls have contact with few female math role models
___preschool games for boys (blocks, construction sets, cars, etc.) contribute to math readiness while preschool games for girls do not
___all of the above

4. How many days does the average woman have to work to earn as much money as the average man earns in five days?

___five days ___seven days ___eight days ___nine days

5. The average salary for a woman with a college education is about the same as that for a man:

___with a college degree ___with two years of college
___with a high school diploma ___who dropped out of high school

6. How much more per year is the starting salary for a college graduate in science than for one in the humanities?

___$3,000 ___$7,000 ___$9,000 ___$11,000

Reprinted from the Northwest Regional Educational Laboratory

Answers

1. high achieving females 2. twice as many opportunities to respond 3. all of the above 4. eight days 5. who dropped out of high school 6. $11,000

OH 6-11

Module 7

Critical Thinking and Integration

Sometimes we believe we are thinking critically when all we are doing is rearranging our prejudices. In reality, "critical thinking" is thinking for oneself and developing the ability to analyze thought. Teachers need to ensure that their classroom environment encourages higher-order thinking. Students need practice and development of critical-thinking skills. As students look at concepts, information, and ideas, they could identify connections between program areas and where skills transfer across the curriculum.

- Planning for the Future 7-2
- Definitions 7-3
- What Happens When We Change How We Teach? 7-4
- Linking Technology With Reasoning and Creativity 7-5
- "One Right Answer" 7-6
- Asking Questions 7-7
- Recognizing Errors In Thinking 7-8
- Critical Thinking Classroom Recommendations 7-9
- Diversity Exercise 7-10
- Overhead and Handout Section

Planning for the Future

Working by yourself, take a few minutes to describe one or more of your hopes and dreams. What do you really want to have or accomplish?

If you aren't feeling particularly creative or "futuristic" at the moment, that's OK. This isn't the last word; it's just an exercise.

Now, work through this next assignment and raise your hand when it makes sense.

THIS LITTLE CARD IS JUST AN EYE-CATCHER
ALWAYS IS THERE THAT REALIZE YOU HELP TO
ANOTHER WAY TO DO ALMOST ANYTHING.
IS IT TIME FIRST THE .READING INCLUDING
ALWAYS HARD TO DO SOMETHING A NEW WAY
HAVE YOU THAT NOW AGAIN THIS READ BUT
THE HANG OF IT! GETS EASIER, DOESN'T IT?

Resource Material

NOTE to Trainer. Have participants complete the two exercises on this page. (Copies of the quotation for the second activity are found on page OH 7-10.) After they have completed the first exercise, ask how many wrote in the box provided even though you didn't tell them to write in it. If they did, note that this is oftentimes how we choose our careers—unconsciously staying within a boundary without exploring other options. This is true whether we are talking about thinking or career choices.

In the second activity, participants must read every other line backwards to have the paragraph make sense.

Students are typically enrolled in content-heavy courses taught by teachers who feel a greater obligation to cover subject matter through lecture than to generate thought-provoking activities.

BOTTOM-LINE of Equity Training: Passive learning, the way we usually teach students, denies them the opportunity to think critically. Information is expanding at ever-increasing rates in less time. Employers are not looking for walking knowledge banks, but for problem solvers and decision makers. Critical-thinking skills form the basis for information retrieval and problem solving.

Definitions

Critical Listening: The ability to monitor how we are listening so as to maximize our accurate understanding of what another person is saying. By understanding the logic of human communication—that everything spoken expresses a point of view, uses some ideas and not others, has implications, etc.—critical thinkers can listen sympathetically and analytically to the perspective of others.

Critical Thinking: The art of thinking about your thinking while you are thinking in order to make your thinking better—more clear, more accurate, or more defensible.

Critical Writing: The ability to express oneself in language requires the arrangement of ideas in some relationship to each other. When accuracy and truth are at issue, then we must understand what our thesis is, how we can support it, how we can elaborate it to make it clearly understood by others, what objections can be raised to it from other points of view, what the limitations are to our point of view, and so forth.

Critical Reading: The art of actively, intellectually engaging and participating in an inner dialogue with the writer. Most people read without thinking or uncritically and so miss some part of what is expressed while distorting other parts. A critical reader realizes the way in which reading, by its very nature, means entering into a point of view other than our own. A critical reader actively looks for assumptions, key concepts and ideas, reasons and justifications, supporting examples, parallel experiences, implications and consequences, and any other structural features of the written text, to interpret and assess it accurately and fairly.

(Source: Critical Thinking by Richard Paul, 1992, pp. 544-545.)

Resource Material

"Boys are more likely to be praised, corrected, helped, and criticized—all reactions that foster achievement. Girls receive the more superficial "Okay" reaction" (Sadker, 1994, p. 13). Each time the teacher passes over a girl to elicit the ideas and opinions of boys, that girl is conditioned to be silent and defer. As teachers use their expertise to question, praise, probe, clarify, and correct boys, they help these male students sharpen ideas, refine their thinking, gain their voice, and achieve more. Girls learn to submerge honest feelings and withhold opinions" (Sadker, 1994, p. 13).

Critical thinking involves more than just talking out loud. The skills of listening, reading, and writing are also part of critical thinking. Many prefer to use the words "thorough thinking," rather than critical thinking. It is difficult to engage critical thinking in the classroom when the teacher states, "Now students, let's do critical thinking." Rather than saying this, teachers would do well to model critical-thinking skills.

NOTE to Trainer: Have participants work in pairs to brainstorm as many characteristics and attitudes as they can think of under these four titles: critical listening, critical thinking, critical writing, and critical reading. Then have them focus on a specific topic, "Attitudes in Class," for instance. Have them use the following questions in relation to this topic:

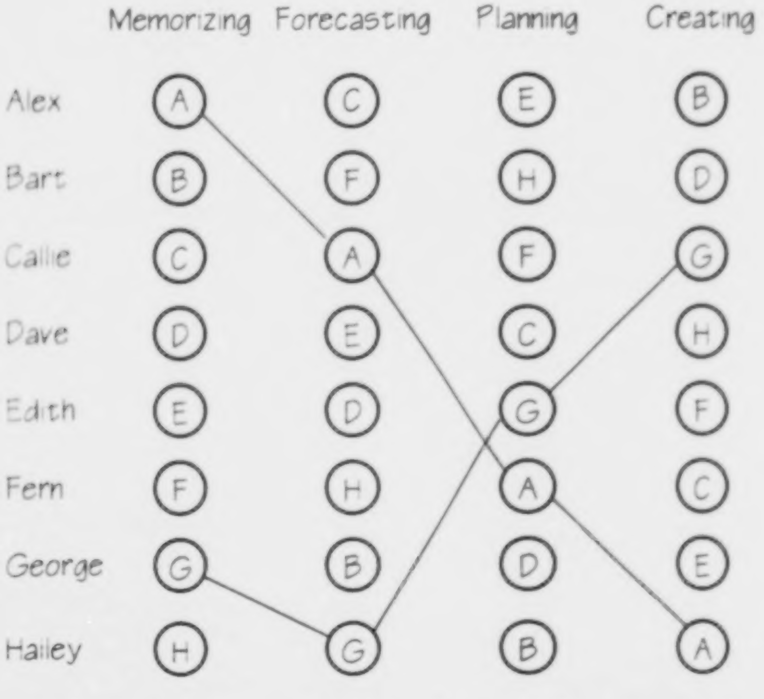
1. What attitudes?
2. Are there more?
3. How are attitudes revealed?
4. Why do students do these things?
5. What are some favorable attitudes?
6. How are these attitudes revealed?

Source: Critical Thinking by Vincent Ryan Ruggiero, 1993, p. 25.)

What Happens When We Change How We Teach?

The tests which identify the highly gifted in terms of I.Q. scores and related measures eliminate 70% of the students who are highly creative. By changing how we teach, we can begin to reach a much greater percentage of our students.

The students who are at the top of the class have usually been there throughout their educational experience. Adding variety to the way we teach allows students to experience a broader range of skills and gives more individuals the opportunity to be stars. As shown in the following visual, Alex is at the top of the class when memorizing is the main skill required. If the teacher adds one new skill requirement, Callie is reached and becomes the top student. The addition of planning again arranges the achievement order and Edith becomes the star. One additional strategy (creating) is included and Bart is engaged in the learning process. By adapting different teaching methods or strategies, we engage more students in a broader range of intellectual skills.



Source: Advanced Instructional Strategy Design Made Simple, by Darrel Allington and Max Cropper, 1994.

Resource Material

Students are usually tested and labeled from the beginning of their school experience. In the normal classroom setting, most students stay in the same place academically throughout the 12 years of schooling.

By expanding the skills we expect students to use in the classroom, we can increase their participation and learning. Use the following skills—memorizing forecasting, planning, and creating—as examples of skills students will need to succeed in the workplace and in life. In the regular academic classroom, approximately 50 percent of students will have a chance to succeed.

The addition of one different skill—forecasting, for example—raises the percentage to 75 percent. Forecasting means projecting sales increases, identifying what's going to happen, predicting future problems/solutions.

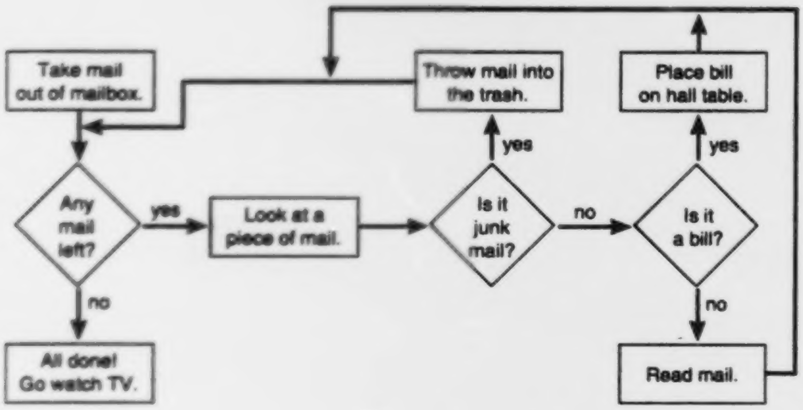
A third skill could be planning: the ability to develop schedules, prioritizing, developing a plan of action, making time lines, or figuring out the most efficient way to accomplish goals. The addition of a third skill will reach 80 percent and the addition of a fourth skill, 90 percent. A fourth skill could be creating: the ability to brainstorm, come up with new ideas, creative designs or solutions, multiple alternatives and options.

When students who are used to being the stars in a regular academic classroom see the changes in how the teacher is presenting information, their comments usually include, "This is stupid," "This is boring," "I don't want to do this anymore."

Many different skills are needed in today's world, not just I.Q. skills. If other skills are required, more individuals have the opportunity to be stars. All individuals develop a greater range of intellectual skills.

NOTE to Trainer: Use OH 7-1 (the quotation) and OH 7-2 to present this information to educators. Draw arrows for two of the students to show how they would change places.

Linking Technology with Reasoning and Creativity



We can learn from the marketers of jigsaw puzzles. If you started to assemble 5,000 pieces one by one, it might take you quite some time to finish. But if you can see the total picture on the package, you'll know what you're building. Then it's much easier to fit each piece into place.

In educational systems, subjects are taught in isolation. They're often taught in small segments, without students knowing the big picture first. . . . Many traditional schools still introduce subjects through textbook lectures spread over months. You're taught to read each chapter deliberately—a week at a time—without ever having the "big overview." That's inefficient.

(The Learning Revolution by Gordon Dryden and Jeannette Vos, 1994, p. 145.)

For example, a unit on communications might allow students to produce their own radio or television commercial. The actual writing and editing of the text of the commercial could be handled in the students' English or composition class while the psychology or sociology teacher might cover what human "frailties" advertisers consider when producing an effective commercial. The production portion of the project, including creating a story board, would occur in the technology classroom. In conjunction with this unit, the science teacher could help students understand how the transmission of sound and light waves occurs. For this unit, the mathematics teacher would deal with such competencies as the ability to calculate the speed of sound and light, how to construct a time schedule, and how to figure the cost of production ("Applied Academics in Technology," Linda Houser, Vocational Journal, p. 64).

Resource Material

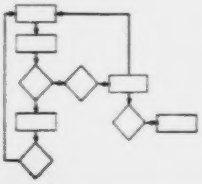
A flow chart is a diagram, often using geometric symbols, to show steps in a sequence of operations, as in manufacturing or in a computer program. The first figure at the left shows a pictorial representation of a step-by-step mail-sorting procedure using a flow chart. Some programmers use a flow chart to flesh out a procedure before they start actually writing the program.

Questions:

1. What are some questions students need to ask about ATE programs, about technology?
2. WHY link across disciplines—technology with academics, for instance?
3. What skills do we want students to learn (e.g., information retrieval, to not be frightened of technology)?
4. What have you done with students that gets them out of the rut of passive learning?

NOTE to Trainer: Have participants brainstorm a variety of subjects they could link across disciplines. (Music and physical science, nutrition and chemistry, drafting and history, computer programming and psychology, Spanish and art history, automotive technology and art, and graphics design and biology are some examples.)

Have participants use flowchart symbols (rectangles for action and diamonds for questions; see OVH 7-5) to work through a process of connecting information from two or more disciplines (however unlikely). Have them make markers along the way for clarification, or use an asterik (*), a numbering system (1, 2, 3), or other symbols to connect clarifying information from another page if necessary.



BEST COPY AVAILABLE

"One Right Answer"

"One study of a wide variety of classrooms found that approximately 90 percent of questions asked by most teachers have only one right answer.

"From our own school days, we know that learning can be breathe in; retain-the-material-long-enough-to-take-the-test-and-give the right answers; breathe out. Many of the "right answers" that kids learn in school are quickly forgotten. The resulting attitudes that children learn, however, are not so easily forgotten. These attitudes discourage children from questioning assumptions, from breaking the mold, from going beyond what's right to what's important."

John S. Dacey & Alex J. Packer, The Nurturing Parent, p. 68.

Resource Material

NOTE to Trainer: Use an example of "one right way" from your past as a student or teacher. Use this example to begin an evaluation of "one-right-answer" techniques.

Process the quotation in the left-hand column with participants. It is difficult at times, to evaluate our own teaching methods in light of such critical feedback. However, "memorizing to the test" and "one-right-answer tests" are common practices educators use to evaluate students. We have even more material to cover in our classrooms and less time for alternatives—or do we?

Discussion Questions

1. Can we make changes?
2. What are some advantages to one-right-answer questions? (We are not suggesting a pendulum swing to the extreme of eliminating them.)
3. How do other kinds of questions stimulate student learning?
4. How do we incorporate changes?

Learning to involve students in a variety of questioning patterns and having them practice critical-thinking skills are two possibilities.

Asking Questions

Since the beginning of time, educators have searched for ways to improve students' capacities to think and solve problems. For a time, learning by memorization was the option of choice. In a society that sees a doubling of facts and data every four years, however, memorization is no longer a viable information-management strategy. Students need to learn skills to access, network, and measure data. Teachers can help students develop these and other critical-thinking skills. Effective questioning skills, for instance, help students order and manage the massive amount of information that bombards them daily.

Listed below are a variety of questioning techniques. Star (*) the ones you use on a regular basis. Circle the number of one or two questioning techniques you will add into your teaching patterns this coming week. Use this sheet to track your questioning patterns during the next week.

Use a variety of questions, so students learn to—

1. Give opinions.
2. Assess facts.
3. Evaluate information or ideas.
4. Discover connections between facts.
5. Explain phenomena.
6. Apply previously learned information to new situations.
7. Organize information.
8. Hypothesize why or how something occurred.
9. Interpret information.
10. Explain non-literal information (eg., symbolism, irony).
11. Summarize communications.
12. Draw implications.
13. Predict trends or effects.
14. Recognize unstated assumptions.
15. Distinguish facts from hypotheses.
16. Recognize inconsistencies.
17. Put elements together to form a whole.
18. Explain logically how to do something.
19. Generalize.

Resource Material

NOTE to Trainer: Have participants pair up and share their opinions of the various types of questioning listed. The following week, have them work in the same pairs to share experiences with questioning in different ways and assess those experiences. Have the group take a few moments to share ideas that helped them engage their students with a variety of questions.

"Students who are taught higher-order thinking and questioning skills average 42 points higher on the verbal portion of the SAT test. Not to wonder, not to reason, not to think contributes to passive learning."
Richard Paul

	Mon	Tues	Wed	Thur	Fri
1					
2					
3					
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Recognizing Errors in Thinking

Errors of Perception: these are not blunders made while examining issues. They are faulty ways of seeing reality, preventing us from being open-minded even before we begin to think. Following are examples of the most serious kinds of errors:

- "Mine is better" thinking
- Selective perception
- Pretending to know
- Resistance to change
- Either/or thinking

Errors of Judgment: these occur in the process of sorting out and assessing evidence; they are flaws in reasoning. Following are examples of the most serious:

- Overgeneralizing or stereotyping
- Drawing hasty conclusion
- Making unwarranted assumptions
- Failure to make a distinction
- Oversimplification

Errors of Reaction: these occur when someone reacts negatively to your point of view. They are defensive reactions that protect one's ego and provide an excuse to maintain one's view. Following are the most common:

- Explaining away
- Shifting the burden of proof
- Attacking the person who disagrees with you

(Source: For additional information, read Critical Thinking by Vincent R. Ruggiero, 1993, pp. 57-74.)

Resource Material

An essential skill in critical thinking is recognizing and avoiding errors that can lead to prejudice, bias, and stereotyping. Both female and male students benefit from awareness of these errors in thinking. Three broad types of errors are common: errors of perception, errors of judgment, and errors of reaction.

NOTE to Trainer: Have participants skim through the information in the 2/3 column (An overhead is found on page OH 7-6) and answer the following questions:

Errors of perception:

1. Think of times when you've committed them. Describe your reaction and the consequences.
2. How could the consequences have been different?
3. Which of these errors of perception occur most frequently with you?
4. How might these errors hinder your success in school or life?

Errors of judgment:

1. Which of these errors of judgment occur most frequently with you?
2. How might these errors hinder your success in school or life?

Errors of reaction:

1. Think of times you've committed them. Describe your reaction and the consequences.
2. Describe how you might have avoided the error and how the consequences might have been different.

Critical Thinking Classroom Recommendations

1. **Design coverage so that students grasp more!** Plan instruction so students attain organizing concepts that enable them to retain more of what you teach. Cover less when more results in learning less.

2. **Speak less so that they think more!** Try not to lecture more than 20 percent of total class time.

3. **Don't be a "mother robin,"** chewing up the text for the students and putting it into their beaks through lecture! Instead, teach them how to read the text for themselves, actively and analytically. Focus, in other words, on teaching how to read the text, rather than on reading the text for them.

4. **Focus on fundamental and powerful concepts with high generalizability.** Don't cover more than 50 basic concepts in any one course. In the time usually spent introducing additional concepts, apply and analyze more basic concepts in problem-solving exercises and application.

5. **As far as possible, present concepts as functional tools for the solution of real problems and the analysis of significant issues.** Address the "so what" and "what's so important about this" questions.

6. **Develop specific strategies for cultivating critical reading, writing, speaking, and listening.** Assume that your students enter your class--as indeed they do--with limited abilities in these essential learning skills.

7. **Think aloud in front of your students.** Let them hear you thinking—puzzling your way slowly through problems in the subject. (Try to think aloud at the level of a good student, rather than that of a speedy professional. If your thinking is too advanced or proceeds too quickly, students may not be able to follow it.)

8. **Regularly question your students "Socratically,"** probing various dimensions of their thinking: their purpose, evidence, reasons, data, claims, beliefs, interpretations, deductions, conclusions; the implications and consequences of their thought; their response to alternative thinking from contrasting points of view; and so on.

Resource Material

Helping students learn to think on a higher level can be a challenge. Students may not be used to having opinions or ideas, let alone the ability to defend them. (And it may not have been safe to express personal views.) Many of us, including students, go through the learning process, rather than having the learning process go through us.

NOTE to Trainer: The following is an exercise in critical thinking. Emphasize process or reasoning in this activity.

Rank-order Activity

Divide participants into 6 random groups of 2-6 people each. Assign each group to read through the list of classroom recommendations, and then—

1. Rank order the top five.
2. Explain why they chose these particular five.
3. Explain how the ones they chose relate together.
4. Explain whether any of these activities is more helpful to men than women, and why.

Have them select a spokesperson (by birthdate, number, etc.), a gatekeeper (who makes sure all participate), and someone to take notes. After they have worked for 10-15 minutes in small groups, bring them back together and have each group report its choices to the large group for comparison.

9. **Frequently call on students who don't raise their hands.** Then, when one student makes a comment, call on other students to summarize in their own words what the first student said (so that they actively listen to each other).

10. **Use concrete examples whenever you can to illustrate abstract concepts and thinking.** Cite experiences that you believe are more or less common in the lives of your students (relevant to what you are teaching).

11. **Require regular writing for class.** Grade using random sampling to make it possible for you to grade their writing without having to read it all (which you probably won't have time to do).

12. **Spell out explicitly the intellectual standards you will be using in your grading, and why.** Teach the students, as well as you can, how to assess their own work using those standards.

13. **Frequently break the class down into small groups** (of twos, threes, fours, etc.): give the groups specific tasks and time limits: and call on particular groups afterward to report on what part of their task they completed, what problems occurred, how they tackled those problems, etc.

14. **In general, design all activities and assignments, including readings, so that students must think their way through them.** Lead discussions on the kind of thinking that is required.

15. **Keep the logic of the most basic concepts in the foreground,** continually re-weaving new concepts into the basic ones. Talk about the whole in relation to the parts, and the parts in relation to the whole.

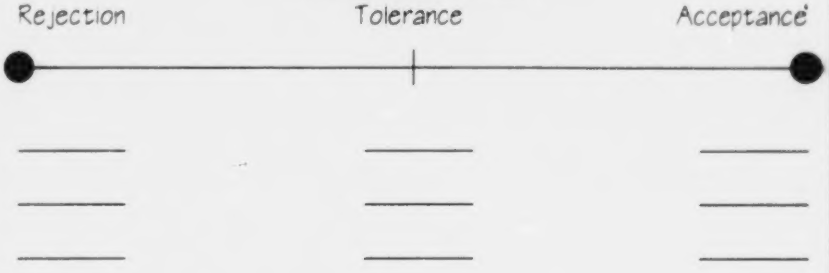
16. **Clearly communicate expectations.** On the first day of class, spell out as completely as possible your philosophy of education, how you are going to structure the class and why, why the students will be required to think their way through the course, why standard methods of rote memorization will not work, and what strategies you have in store for them to combat old strategies they used for passing classes without much thinking, etc.

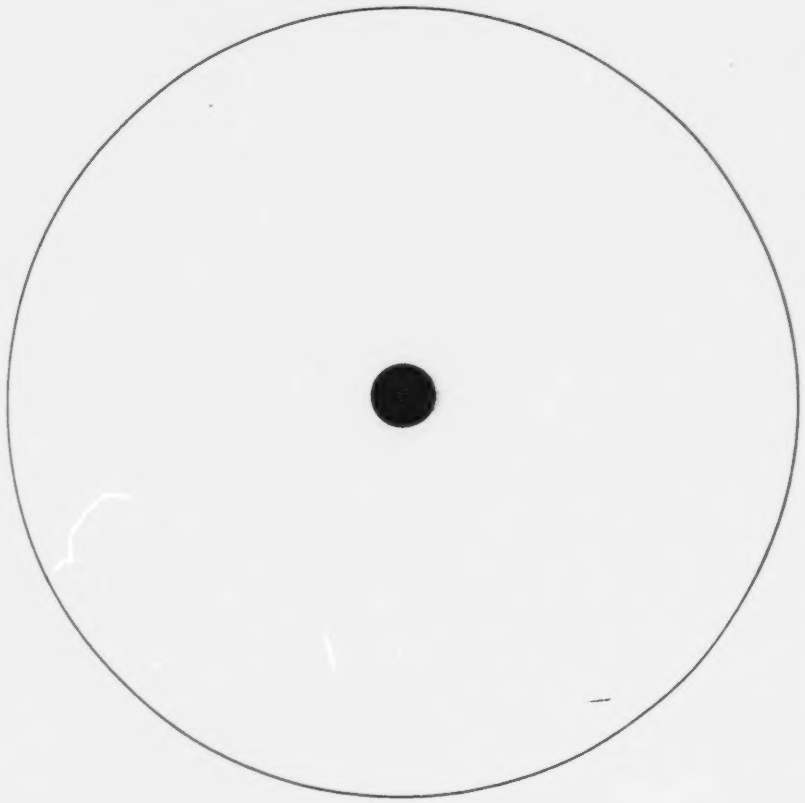
(Source: Dr. Richard Paul, Critical Thinking Training Seminar held at Provo High School, 1993)

Diversity Exercise

This activity is a different way of critical thinking using a visual to portray the relationship of tolerance, diversity, and equity issues.

Attitude Continuum





Resource Material

NOTE to Trainer:

Materials: Four sheets of newsprint taped together with a large circle drawn on the paper and a dot drawn in the middle of the circle. 3/4" round color labels (four primary colors).

Activity Begin a discussion on diversity. Responses to diversity occur on a continuum from rejection to tolerance to acceptance. Ask participants to think about their own feelings in response to certain issues. The leader may choose four issues or use the following to guide the exercise:

Red - Religion
Green - Ethnicity
Blue - Sexual Orientation
Yellow - Lifestyle

(Other issues could be used in this exercise such as homeless, poor, elderly, etc., OR with labels for students such as learning disabled, ADD, gifted, etc.)

Ask participants to place themselves on the continuum. The outside ring of the circle represents hostile rejection and the inside dot represents welcoming acceptance. Participants will place the labels according to where they place themselves on each individual issue.

Discussion can then continue regarding the results of the exercise. Some questions might be:

1. Where do certain issues fall on the continuum?
2. Are there clusters?
3. Are there group trends?
4. Were assumptions made about how others would respond?

The leader may wish to ask participants to form small groups to facilitate discussion.

NOTE: Some groups may have difficulty with the issue of privacy. The leader may wish to modify the exercise so that participants feel they can be as honest as possible in reporting their responses. One solution would be to pass out a regular page (8 1/2 x 11) replication of the large poster and ask participants to designate placement individually, collect the sheets, and then pass them back to assure anonymity.

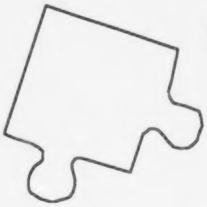
The tests which identify the highly gifted in terms of I.Q. scores and related measures eliminate _____ of the students who are highly creative.

What Happens When We Change How We Teach

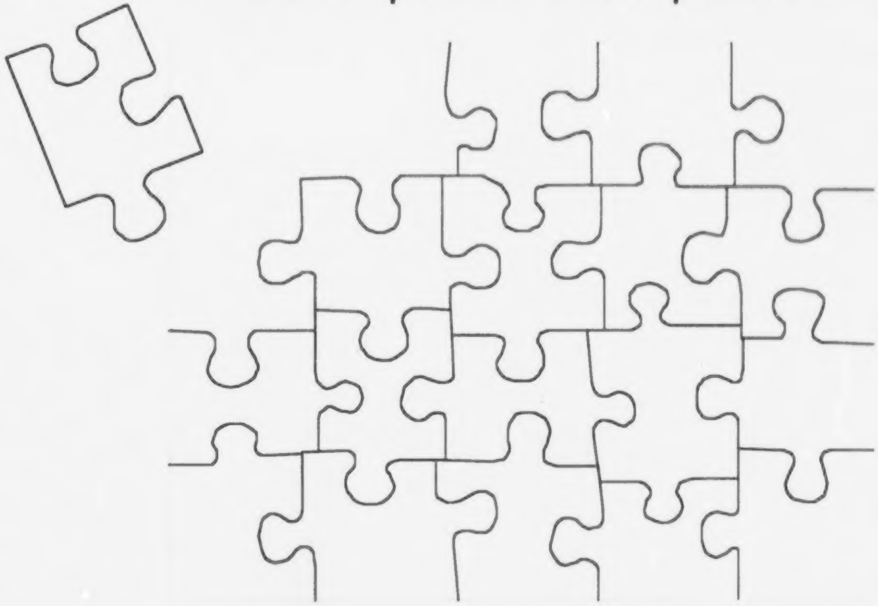
	Memorizing	Forecasting	Planning	Creating
Alex	A	C	E	B
Bart	B	F	H	D
Callie	C	A	F	G
Dave	D	E	C	H
Edith	E	D	G	F
Fern	F	H	A	C
George	G	B	D	E
Hailey	H	G	B	A

Linking Technology with Reasoning and Creativity

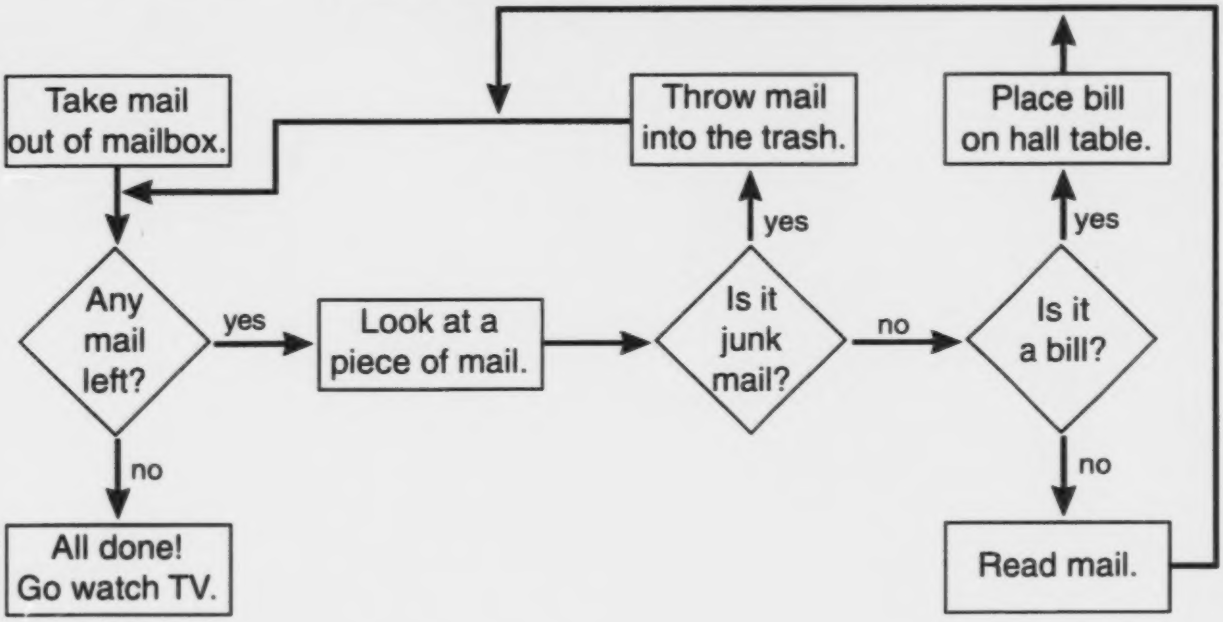
We can learn from the marketers of jigsaw puzzles. If you started to assemble 5,000 pieces one by one, it might take you quite some time to finish.

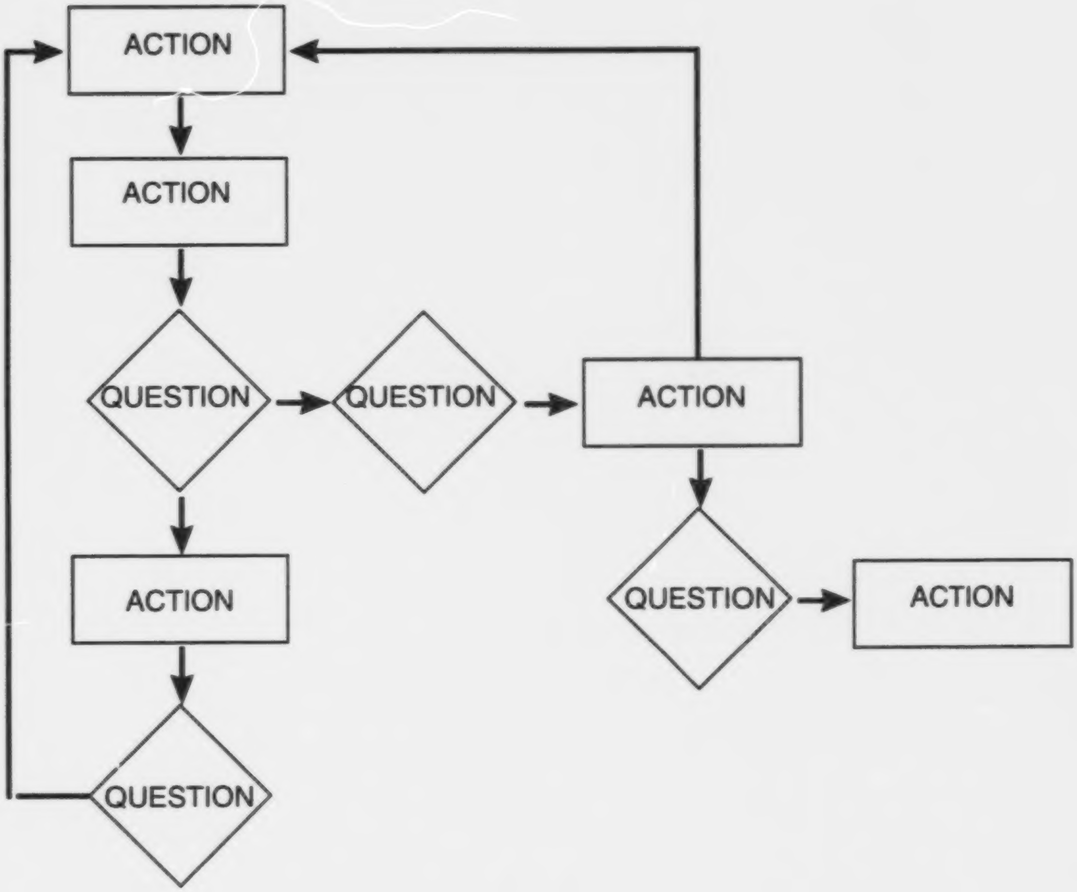


But if you first see the picture on the package, you'll know what you're asembling. Then it's much easier to fit each piece into place.



Many traditional schools still introduce subjects through textbook lectures spread over months. Subjects are taught in isolation, often in small segments. You're taught to read each chapter deliberately—a week at a time—without ever having the "big overview." That's inefficient.


Take mail out of mailbox.
Any mail left?
yes
Look at a piece of mail.
Is it junk mail?
yes
Throw mail into the trash.
no
Is it a bill?
yes
Place bill on hall table.
no
Read mail.
no
All done! Go watch TV.


ACTION
ACTION
QUESTION
QUESTION
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QUESTION
QUESTION
ACTION

Recognizing Errors in Thinking

Errors of Perception

- "Mine is better" thinking
- Selective perception
- Pretending to know
- Resistance to change
- Either/or thinking

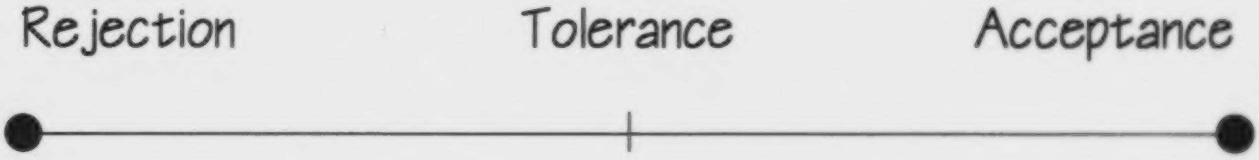
Errors of Judgment

- Overgeneralizing or stereotyping
- Drawing hasty conclusions
- Making unwarranted assumptions
- Failure to make a distinction
- Oversimplification

Errors of Reaction

- Explaining away
- Shifting the burden of proof
- Attacking the person who disagrees with you

ATTITUDE CONTINUUM



MECCA Overhead/Handout

EXPANDING CAREER THINKING

Nontraditional careers are professional, technical, or skilled jobs in which very few of one gender or the other are employed—women in welding or architecture, and men in secretarial or nursing, for instance. The purpose of this exercise is to help you assess your exposure to nontraditional careers.

1. A career I've considered exploring in a traditional field for my gender is ______________________.

Advantages	Disadvantages

2. A career I've considered studying in a field nontraditional for my gender is ______________________.

Advantages	Disadvantages

3. Friends or relatives I could talk to about a career I'm interested in

______________ ______________ ______________
______________ ______________ ______________

4. In a nontraditional career, some gender or racial biases or prejudices might include:

______________ ______________
______________ ______________

5. A nontraditional career might affect my lifestyle, (e.g., friends, family life, free time) in the following ways: ____

6. A nontraditional career would match my interests and abilities because ______________________
____

7. A person I could talk to about a career in a field nontraditional for my gender is.

______________ ______________ ______________

8. For the field I'm interested in, the following classes are needed:

______________ ______________ ______________

10. I would like to spend a day on the job in the following areas:

______________ ______________ ______________

11. An internship or part-time job I could do to assess my level of interest in the field of ______________________ would be:

______________ ______________ ______________

Getting Outside Your Comfort Zone

When was the last time you did something risky? Too often we associate risk-taking with daredevil activities. Did you know that it's important to take reasonable risks in all aspects of your life not just adventurous activities?

A risk-taker is anyone willing to move outside his or her comfort zone. Each of us has a different comfort level that we need to expand to maintain good mental health and positive feelings about ourselves. But many times this is not considered in making important decisions, including our career choices. Too often we take the easy route: girls do this when they decide they can't do math and science, and boys do it when they refuse to learn parenting and family work skills.

There are no guarantees in risk-taking, only the opportunity to move forward. Each of us falls down while stretching our limits, but there are things to learn and enjoy as we "dust ourselves off" and try again. How willing are you to take risks?

Answer the questions in this comfort zone quiz to determine your openness to the nontraditional.

1. Do you know when you get outside your comfort zone? Explain.
2. When was the last time you did this?
3. How did you feel about the result?
4. Do you consciously plan activities that stretch you and make you grow outside your comfort zone?
5. Do your current career interests offer adventure, challenge, and satisfaction?

Out-of-Your-Comfort-Zone Activities	Out-of-Your-Comfort-Zone Career Choices You Could Explore	Benefits

(Source: "Getting Outside Your Comfort Zone," by Jenny Erwin, American Careers, Fall 1992, p. 10.)

THIS LITTLE CARD IS JUST AN EYE-CATCHER
ALWAYS IS THERE THAT REALIZE YOU HELP TO
ANOTHER WAY TO DO ALMOST ANYTHING.
IS IT TIME FIRST THE .READING INCLUDING
ALWAYS HARD TO DO SOMETHING A NEW WAY
HAVE YOU THAT NOW AGAIN THIS READ BUT
THE HANG OF IT! GETS EASIER, DOESN'T IT?

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Module 8

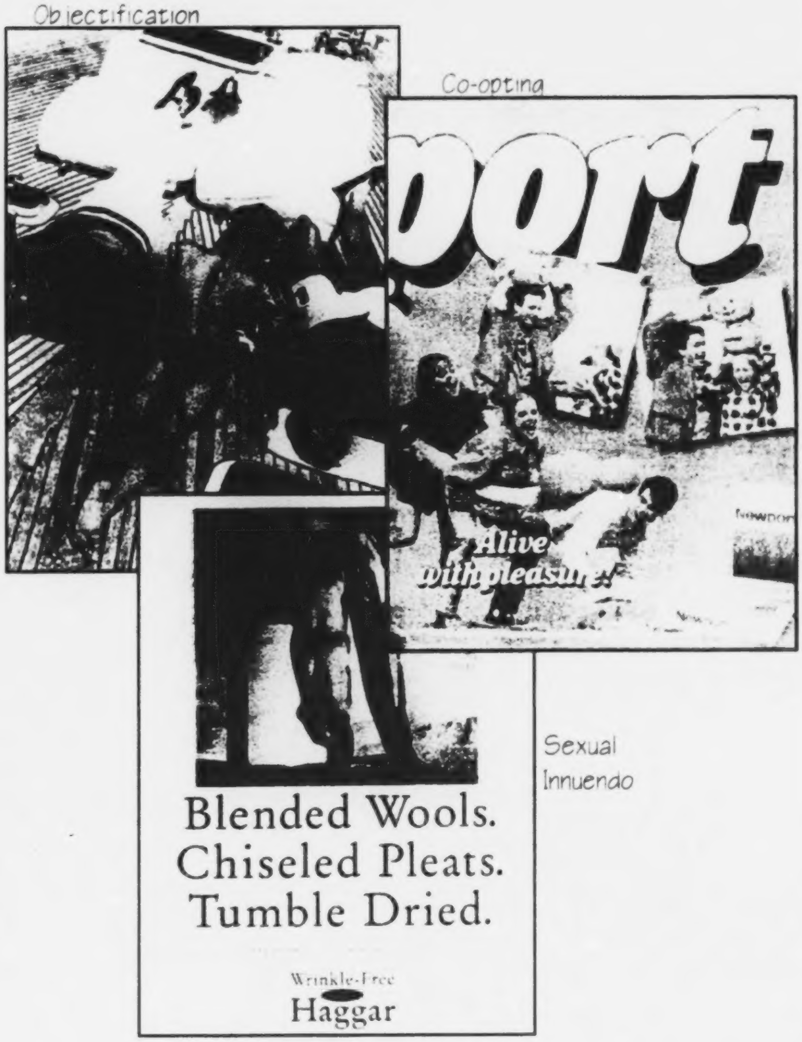
Media and Stereotyping

The mass media—books, magazines, comics, radio, television, films, advertising, music, and even textbooks—play a significant role in students' development. Mass media does more than merely entertain: it teaches, persuades, and shapes lives. A recurrent theme in much of the media is how women and men should behave, and what roles and occupations they should pursue.

- Mass Media Messages 8-2
- Media as Socializers 8-3
- Video Questions 8-4
- "So Much for Enlightenment" 8-5
- Invisibility in the News 8-6
- The Subtle Effects 8-7
- Solutions to Media Stereotyping 8-8

- Overhead and Handout Section

Mass Media Messages



"All television is educational. The question is, what is being taught?" (Nicholas Johnson, Former Commissioner, Federal Communications Commission.)

Television VS Reality

Item viewed	Seen on TV	In the Real World
Female	25%	51%
Blue collar workers	25%	57%
Sexual intercourse act (partners not married)	85%	Unknown but <50%
Alcoholic beverages	45%	16%
Single mothers	10%	90%

Resource Material

Within the last 50 years, new kinds of communication have developed what we know today as "mass media." Media include television, radio, movies, videotapes, music videos, cassettes and CDs, not to mention longstanding newspapers and magazines. Media is among the most powerful tools known to us in the 20th Century. Used not only to entertain, but also teach, persuade, make money, and shape people's lives, media provide messages about who we are, who we should be, and who we could be if only we would .... Advertising alone is a multibillion-dollar-a-year business.

The media teaches that status and popularity can be bought, or that money and symbols of wealth lead to acceptance and popularity. We must, therefore, teach students how to evaluate the messages and impact of mass media in their lives.

NOTE to Trainer: Look through several magazines to find examples of the following techniques used by advertisers: **objectification**—using a person's body (or part of a human body) to advertise a product unassociated with the person: e.g., the ad in the left-hand corner used to sell men's nautical wear; **sexual innuendo**—implying a sexual relationship if you buy this product: e.g., the Haggar slacks ad; and **co-opting**—absorbing an ideal or value into the message of selling a product: e.g., the ad combining the message of pleasure and cigarettes.
Several magazines could be brought for the group to peruse, looking for objectification, sexual innuendo, and co-opting.

BOTTOM-LINE of Equity Training: As we become aware of the stereotyping and limiting messages of the media, those messages become less powerful.

Media as Socializers

- Children's Books
- Television Commercials
- Television Shows
- Rock Videos

Resource Material

Today, the stereotypes and the code of expected sex-role behavior often presented in the media are not consistent with reality. A recurrent theme in much of the media is how women and men should behave. When we see an advertisement in a magazine, listen to popular songs, read a romance novel, or watch a soap opera, the message is often decidedly traditional: women should be "feminine" and men should be "masculine." The perpetuation of traditional stereotypes can have a damaging effect on the development of both boys and girls. The "shoulds" of gender roles effectively limit options because students don't see people like themselves performing alternative roles. Men are supposed to be rich, athletic, successful at work, dominant, competitive, tough, and aggressive. Women are supposed to be dependent, passive, supportive, and successful at relationships.

NOTE to Trainer: Divide participants into groups to discuss these media socializers—one "socializer" per group. As facilitator, you may want to give each group a specific example, such as Cinderella, a Pizza Hut ad, "Home Improvement" sitcom, etc. Have them answer the following questions and then share their answers with the larger group.

Questions:

1. What are the overt and covert messages?
2. As mentioned earlier, 90 percent of single parents are mothers. Most single parents portrayed on TV are and always have been male. Name some of those TV shows.
3. What does the media say about men and women? About men's and women's roles?
4. Brainstorm ideas to counteract the stereotypical messages of the media.

Video Preassessment Questions

1. Do you think males are more valued in this society than females? In the world society? Give examples to support your position.

2. What are some of the myths perpetuated by ads, TV shows, and rock videos? What are some of the effects of these myths on society?

3. What relationship (if any) do you see between the increase in eating disorders among the youth and advertising that is targeted toward youth?

4. How does the media images of women impact male behavior and interaction with women in a learning environment and in the workplace?

5. How do the media images of men impact female behavior and interaction with men in a learning environment and in the workplace?

6. How are people from other ethnic and racial backgrounds perceived in advertising?

7. Historically, in what other ways have humans (males, females, children, minorities) been objectified or treated as objects? (Objectification means turning a human being into a thing; the denial of a person's humanness.)

Resource Material

NOTE to Trainer: Use the preassessment questions with participants before showing any videos on the effects of the media. Two videos that are available include: "Women Seen on Television," and "Still Killing Us Softly."

Language is powerful and can be used to persuade us that we should be what we are not. The language of advertising gives us subtle messages about popularity, romance, and success. Advertising is a mythological world that only talks about products that should fulfill us. The effect is cumulative and primarily unconscious. Note the following:

- We will spend 1-1/2 years of our lives watching television commercials.
- We are exposed to approximately 1,500 ads a day.
- One out of five college women has major eating problems.
- One out of three homes where men and women live together has "violence."
- In one national survey, 80 percent of 4th grade girls were on diets.
- One in four college women have experienced date-rape or attempted date-rape

(Source: "Still Killing Us Softly" video presentation by Dr. Jean Killbourne.)

NOTE to Trainer: After viewing either video, ask the following processing questions:

1. How does this awareness make you feel?
2. Do you feel that ads have any effect on you?
3. Identify a myth perpetuated by ads.
4. How are students at your school affected by images of thinness in advertising?
5. How is the image of men distorted in advertising?
4. What does it mean to become more calloused toward violence. What can we do about this?

(NOTE: When using these questions with students, have them write the answers before discussing them.)

"So Much for Enlightenment"

Imagine a newspaper story headlined, "Jazz Mailman plays as well as he looks." You'd never see that one on the sports page. But in the December 10, 1992, Deseret News sports section, a headline front and center blared, "Ute hoop star Kane-Barton plays as well as she looks." A caption under Kane-Barton's photo let us know that she "gets her good looks from her Hawaiian father." The 17-paragraph column, written by Doug Robinson who proclaimed himself an enlightened male, raved about potential all-American hoopster Mikki Kane-Barton, "a highlight film just sitting on the bench," who stands "6 feet of statuesque." Robinson's story, which never once quoted Kane-Barton and devoted only one paragraph to her statistics, lauded her as an "exotic beauty" with "green eyes that seem to change color naturally to match her clothing ... with a sly crooked smile and clear olive skin."

Robinson's volley was matched by Dennis Larsen, a sportswriter for Ogden's Standard Examiner who featured the "strikingly beautiful" Manon Rheaume, pro-hockey's first woman goalie. "Minus her 20-plus pounds of hockey equipment," Larsen wrote, "the 5-foot-1, 135-pound Rheaume could easily be mistaken for a model."

Would Larsen, Robinson, or any other sports reporter describe Malone or Stockton as "exotic, statuesque beauties" who are "easily mistaken for models?" They're just not gonna do it! And "enlightened" reporters like Robinson should know better. Stories that dwell on a woman's physical appearance rather than her ability are especially grievous considering how rarely women are mentioned in sports stories or in the rest of the media.

When a few readers called the Deseret News to complain, editors didn't pay much attention. "When they started getting calls from men complaining, they knew they had to take it seriously," laughs one staff reporter. (Network Magazine, January 1993, p. 10.)

Resource Material

NOTE to Trainer: Have participants read this editorial to themselves. Have them identify: (1) a point they agree with, (2) what the long-term effect of acknowledging women's attractiveness over talent is, (3) an idea they weren't aware of before, and (4) a "so what?" statement.

OR

have participants rewrite the story reversing the male and female roles.

Invisibility in the News

November 15-22, 1992 was an average newsweek in Utah; only a few women were considered newsworthy. Judging from most news reports, if you're a woman who isn't suffering a fatal disease, married to a politician, or a high school cheerleader, you simply aren't news. If the press doesn't report our goings-on, it's as if you don't exist. And despite strides being made by women in all fields and the growing power of women consumers, the faces in the news remain predominantly male.

This invisibility isn't unique to Utah. Women represent 53% of the population and nearly half of the country's work force, yet are referred to on the front pages of the country's leading newspapers only 13% of the time, according to a study conducted by M. Junior Bridges for the Women, Men, and Media Project. Women report 34% of the stories on those pages and appear in photos 32% of the time. In broadcast news, the three networks' evening newscasts seek women for comment 21% of the time, while 14% of the correspondents reporting stories are women.

Using the Women, Men, and Media Project as a model, a group of journalists called Women in News (WIN) conducted a study of the local media during the November 15-22 week. During that week, the front pages of Utah's newspapers included references to women 15% of the time and in stories published on the front pages of local sections 24% of the time. On the front pages of the arts sections, 36% of the total references were to women, while women received 10% of the total references on editorial pages. Women claimed the least notice on the sports pages, garnering only 7% of all references.

In broadcast news, women were interviewed 25% of the time, while women reported 34% of the stories. Most troubling is that women are virtually invisible as experts and analysts in the media, the result being that the credibility of women as leaders and decision makers is seriously undermined. What do these statistics mean? Numbers generated by a gender study are similar to a snapshot: The low presence of women in the news implies a lack of significant involvement in the total scheme of things.

Result: Nancy Woodhull, a founding editor of USA Today and others say that many women have stopped reading newspapers because they aren't interested in reading stories that don't include people like themselves. "If I read a story that only quotes men, I know there's a good chance that questions of particular interest to me might not have been asked."

She suggests, "News executives who continue to ignore women aren't making a wise business choice. If they don't want to be inclusive because it's the right thing to do, they need to realize it's the smart thing to do to protect their market.

(Source: Mary Dickson & Ellen Fagg, "Are We Invisible?" Network Magazine, January 1993, p. 8-11.)

Resource Material

"The great enemy to truth is very often not the lie, deliberate, contrived, and dishonest—but the myth—persistent, persuasive, and unrealistic. Too often we hold fast to the cliches of our ancestors. We subject all facts to a prefabricated set of interpretations. We enjoy the comfort of opinion without the discomfort of thought." (John F. Kennedy)

We have the illusion that things are different when they really haven't changed much. This article is an example of how our perceptions differ from reality; we assume there is as much coverage of women and women's issues as men's in the news in this day and age. Myths are other illusions—more damaging than lies because they distort reality.

NOTE to Trainer: The news media transmits information that helps young men and women identify correct "roles" and occupations. Ask participants to analyze the effects of the information in this article in relationship to career choices made by male and female students. Have them discover comparable myths and illusions, and the cumulative effects of not seeing ourselves or only seeing ourselves portrayed in certain ways in the news.

The Subtle Effects

Newspapers - Women are much less often pictured in the news media than are men (Archer, et. al., 1983). News articles treat males and females differently, mentioning the physical appearance and clothing of women much more often than men (Foreit et al., 1980). Men appear in newspapers largely in terms of their sports activity or professional roles; women appear as spouses or mothers (Luebke, 1989).

Television - Biases take the form of a larger representation of men than women. A recent study found that women comprise 29% of all characters and 31% of the major characters on television (Signorielli, 1989). Home, family, and marital status were much more likely to be developed in the characterization of women than men.

Images of weight - A double standard of body attractiveness is promoted by television. One study found that 69% of the females were rated as thin compared to 17.5% of the male characters (Silverstein, et al 1986).

Images of power - Men are more likely to be portrayed as resolving situations through their strength or intelligence. Nurses and physicians portrayed on television show extreme levels of both sexual and occupational stereotyping: 99% of nurses are women and 95% of physicians are men. In commercials, women were far more likely than men to be associated with attractiveness messages (Breti & Cantor, 1988).

Impact of TV sexism - Heavy television viewers ("those who watch a lot of television") have been found to give more sexist responses to questions about the roles of men and women than did those who watched less television (Signorielli, 1989).

Magazines - Women are still more likely to be found in traditional occupations (Ruggiero & Weston, 1985). In a review of many studies, it was found that the basic message is that sexual relationships are central and all-important in women's lives--more important than family, children, career, the economy, etc. (Cantor, 1987).

(Source: Unger & Crawford, Women & Gender, pp. 115-118)

Resource Material

NOTE to Trainer: Have participants compare the short paragraphs of the effects of the media with the components of high self-esteem and summarize the effects on young women and men. High self-esteem and negative effects are listed below. Ask participants how the media's subtle effects also contribute.

Stereotyping, bias, sexism, and sex discrimination directly undermine the components of self-esteem:

Individuality ("I am somebody")
Connections ("I belong")
Power ("I am competent")
Options ("I have choices")

- They negate individuality because the person is seen and judged primarily by gender, not as a unique individual.
- They undermine connections because females are left out of the mainstream of history in textbooks, in many teaching approaches, and in our portrayal of them in the media, leading girls to believe they have had, or will have, little to do with the growth of civilization.
- They diminish power because males are seen as influential leaders in all spheres of life, whereas women have typically been relegated to service positions.
- They limit options because role models for jobs and positions nontraditional to one's sex are missing or are in short supply.

Solutions To Media Stereotyping

- Stereotypes about men: Men are portrayed as powerful, aggressive (often violent), and usually totally inept at or absent from any sort of domestic chores or nurturing. Most men are also Caucasian and the vast majority have white collar jobs.

  Awareness message: Evaluate and compare. Students can easily compare what they see on television and in the movies and magazines with what happens in real life. Also, students can analyze trends in the media to see if all of these stereotypes still exist and look for clues about new ones emerging. Finally, students can be encouraged to explore the question of whether or not media images perpetuate stereotypical behaviors (such as violence) in real life.

  Some awareness-raising activities
  1. Ask students to record TV commercials during certain hours. Later have them analyze the commercials for messages about men's ability to be good fathers and caretakers.

  2. Ask students to compile a list of 20 well-known rock, pop, or rap bands. Using the list ask the students to visit record stores or look at their own music collection to examine the album cover art and music lyrics. Are men and women on album covers depicted in stereotypical ways? Are violent themes common in the lyrics of male rock and rap artists?

- Marketing message: Be the popular girl. In order for this to happen, you must be tall, thin, have flawless skin, and be beautiful. Then all the boys will want to date you, get engaged to you, and marry you.

  Awareness message: There are all kinds of body types, shapes, and sizes of people, not just one mold. Advertisers' mandate is to improve the bottom line. And if it needs to aggravate women's low self-esteem and increase anxiety about a "feminine" appearance, it has served them well.

- Stereotypes about women: Women are weak and powerless. Romance and child care are usually the biggest parts of women's lives. Many women use sex as a manipulation. Women fit into one of two categories—they are either saints or sluts. Most women are Caucasian, between the ages of 18 and 30 and are very thin and beautiful. Many women are victims (often of violent and gruesome crimes).

Resource Material

It's not easy being a teenager or a student. You never have enough money. Everybody else has the "in" brand, but your parents won't let you buy it. In fact, parents won't buy you a fraction of the things you see and want.

These pressures are very real for both students and parents. "Barraged by hundreds of sales messages daily, young people may be unaware of the powerful celebrity sells, peer pressure, status projects, and visual representations of what men and women need to look like and do to achieve success and happiness.

Marketing to teenagers has mushroomed, as marketers realize that teens are really three markets in one: they buy things themselves; they influence buying decisions made by parents; and they are a future market, so early loyalty can keep paying off in the future.

Consider how these marketing strategies are permeating every aspect of kids' lives:

-Sales of licensed products jumped from $10 million to $64 million in the past decade as attachment to a favorite character is transferred to a common product.

-More than 20 million students a year use corporate-sponsored materials in the classroom, many with subtle commercial messages. Millions more watch Channel One, with two minutes of advertising each day.

-Fees charged by movie producers for placing brand-name products in movies in 1989 ranged from $10,000 to $1 million.

There needs to be a concerted effort to educate teenagers about the nature of commercial messages directed at them, and to build their ability to question assumptions made in advertising. (Source: "Selling it to Kids," Carma Wadley, Deseret News, Monday, March 1, 1993.)

NOTE to Trainer: Have participants design a poster for students that would visually portray both the marketing and awareness messages on these two pages.

Awareness message: Although romance and children are important to many women, they also lead lives of varied interests and many women have educational and career goals in addition to family goals. Students can evaluate what the media is telling them about who they are, what they should look like, and what their goals should be.

Some awareness-raising activities

1. For an understanding of the unreality of stereotypical female beauty depicted by media, students can examine the same commercials that they recorded for the previous activity asking the following questions: How many women appear in the commercials? How old are the women? What would you estimate their weight to be? Are any of the women shown not wearing makeup? To gain better understanding of how unreal this picture is, students can compare this information with the same type of visual data gathered from watching the same number of "real" women enter a grocery store or go through the lines at a gas station.

2. For a vivid example of how women are often depicted, ask students to record an hour or two of daytime soap operas. Evaluate the female characters to see if they fit into either the saint or slut categories.

3. Use the data collected from the music albums in the above activity to see how often women are depicted as victims.

4. Students can use the same clips and count the number of American-Indian women, African-American women, Asian-American women, Hispanic women, and other women of color as well as the number of Caucasian women, African-American men, Asian-American men, Hispanic men, other men of color, and Caucasian men.

And finally . . .

Involved students in a frank discussion about Channel One. Many schools have the opportunity to analyze the media through hands-on access to Whittle Communication's Channel One. Possible questions about this media might include: Why would Whittle Communication purchase millions of dollars worth of TV equipment and give it to individual schools? What did schools agree to when they received this equipment? Whittle Communication earns 100 million dollars a year by selling each 30-second commercial for $157,000.00. Should students be forced to watch Channel One?

MECCA Overhead/Handout

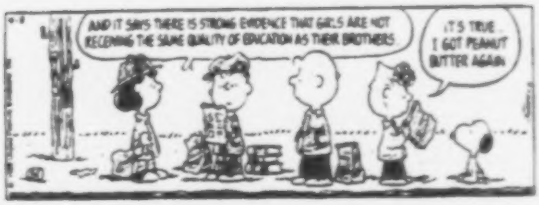
Finding Examples of Stereotyping in Advertisements, Cartoons, and Books

Collect at least one example of gender stereotyping from magazine or newspaper advertisements, cartoons, or a book. If you cannot bring the example to class, briefly describe it below. Answer the questions about your example.

Description of example:

Questions:

1. What assumptions does your example make about what men and women are like or what they can do?
2. Do you think the depictions represented in your example are accurate? Why or why not?
3. In what ways might this depiction affect the way people act?
4. Are you usually conscious of the stereotypes presented in this form of media? (Would you have noticed your example as demonstrating sex stereotyping had it not been for this assignment?)
5. In what ways might these depictions influence a person's choice of career?


AND IT SAYS THERE IS STRONG EVIDENCE THAT GIRLS ARE NOT RECEIVING THE SAME QUALITY OF EDUCATION AS THEIR BROTHERS
IT'S TRUE.. I GOT PEANUT BUTTER AGAIN

Finding Examples in Movies and Television

The average American student watches 3-1/2 hours of TV per day. And they usually watch it uncritically and passively, to the exclusion of activities such as reading. Regardless of our lifestyle, television is the common denominator in our diverse, sprawling nation, reaching across racial, economic, and class lines.

Describe one example of gender stereotyping from a movie or television show. Answer the questions about your example.

Description of example:

Questions:

1. What assumptions does your example make about what men and women are like or what they can do?

2. Do you think the depictions represented in your example are accurate? Why or why not?

3. In what ways might this depiction affect the way people act?

4. Are you usually conscious of the stereotypes presented in television or movies? (Would you have noticed your example as demonstrating sex stereotyping had it not been for this assignment?)

5. In what ways might these depictions influence a person's choice of career?

MECCA Overhead/Handout

Attitudes Toward Nontraditional Careers

Answer the following questions based on your personal feelings about each of the ideas. There are no correct answers. Answer by circling the response which most closely represents your feelings using the following guide: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree. Discuss these questions to discover similarities and differences of opinion as related to wider career choices.

1. Full-time, outdoor jobs are unsuitable for females. SA A N D SD
2. Most women would marry a man even though he works as a secretary/clerk. SA A N D SD
3. Women who have paid jobs are unhappy. SA A N D SD
4. Truck driving is an appropriate career for females. SA A N D SD
5. Men are not patient enough to work with small children in nursery school. SA A N D SD
6. Boys interested in being a hair stylist are effeminate. SA A N D SD
7. A woman can have a career while raising a family. SA A N D SD
8. Money is the only reason adult women work outside the home. SA A N D SD
9. Physically, women are not capable of working as fire fighters. SA A N D SD
10. A woman can be a good mother while working full time as a stockbroker. SA A N D SD
11. Women are becoming too independent today. SA A N D SD
12. Most boys do not have the finger coordination to be a typist. SA A N D SD
13. Generally, females perform best at jobs where they are working with people. SA A N D SD
14. High school girls should be encouraged to enroll in traditionally all-male vocational courses like air-conditioning repair. SA A N D SD
15. A man can be a good father while working full time as a nurse. SA A N D SD
16. Boys should be encouraged to plan professional careers which require more than four years of college. SA A N D SD
17. A man is avoiding his responsibilities when he is at home fulltime. SA A N D SD
18. Women are smart enough to become engineers. SA A N D SD
19. All adult women should be prepared to support themselves financially. SA A N D SD
20. Most women who work in machine shops are unfeminine. SA A N D SD
21. Ballet dancing is an appropriate career goal for boys. SA A N D SD
22. Teaching woodworking is a suitable career for women. SA A N D SD
23. Women who choose to join the labor force can also be competent mothers. SA A N D SD
24. Women can be effective business managers. SA A N D SD

Watching TV with a Critical Eye

Students spend an average of 3-1/2 hours a day in front of the TV set. And they watch it uncritically and passively, to the exclusion of activities like reading. What can be done? Here's a suggestion: Change the way students watch TV by having them produce their own documentaries.

There's a vast difference between watching—being the passive viewer—and producing, which involves using creative energy. By having students (at any age) make their own programs, they begin to view what they see on the tube with a critical eye. With the help of teachers and parents, students can usually find access to a camcorder and editing equipment. The students also do all the groundwork and research, as well as role-playing to learn interviewing techniques. By making the documentaries and spending time in class analyzing commercial and public TV programming, students can begin to see how television works and how it tries to influence them.

(This is a great project—and it's time consuming. Teachers who use it should allow for this.) Brainstorm ideas students might consider producing as documentaries, including current dilemmas and challenges facing them in today's society.

Module 9

School and Workplace Diversity

Justification for education that is multicultural and nonsexist rests on two main premises: (1) diversity is a reality of our society, and (2) equality is a basic ideal of our American heritage. Schools of the future will become increasingly diverse, even in areas of the country that are relatively homogeneous today. To meet the demands of a diverse society, educators must prepare individuals with attitudes, knowledge, and skills which enable them to function effectively with others who are different from themselves.

- "Cultural Pursuit" 9-2
- Definitions Related to Diversity 9-3
- Cultural and Racial Dilemmas 9-4
- "The Nature of Prejudice" 9-5
- Psychological Roots of Prejudice 9-6
- Imagine Yourself Differently-Abled 9-7
- Levels of Attitudes and Behaviors 9-8
- What Can We Do? 9-9
- Expectations and Boundaries 9-10
- Overhead and Handout Section

Cultural Pursuit

DIRECTIONS: Read your Pursuit card and put your name in one box which you can answer. Next, find others who know the answers for the boxes that remain. Be prepared to share what you know. Each person may sign only one square on a card.

Find Someone Who . . .

Has had her/his name mispronounced.	Knows what "nisei" means.	Is from a mixed heritage background.	Is bilingual/ multilingual.	Has been misunderstood by a person from a different culture.
Can explain the significance of Roe v. Wade.	Has had to overcome physical barriers in life.	Has experienced being stereotyped.	Knows what Rosa Parks did.	Has an "Abuela."
Can name the West Coast equivalent of Ellis Island.	Knows what an upside down pink triangle symbolizes.	Knows who Stephen Biko was.	Has traced his or her family lineage or heritage.	Can explain what ethnocentricism is.
Listens to ethnic music.	Knows what "Juneteenth" means.	Knows the significance of eagle feathers.	Knows why the Irish immigrated to the U.S. in the 1880s.	Knows what color a disabled parking zone is.
Can name the lawyer who argued for the petitioner in "Brown vs. Board of Education."	Knows the meaning of "Goy."	Knows what "comparable worth" means.	Has seen a step show.	Knows what a "lumpia" is.

The answers to the "Cultural Pursuit" page, row by row, are:

Nisei: 2nd-generation Japanese in this country. **Roe vs Wade**: abortion legalized. **Rosa Parks**: Black woman who would not go to the back of the bus in Birmingham, Alabama, setting off a bus boycott and the Civil Rights Movement. **Abuela**: Spanish for "grandmother." **West Coast equivalent to Ellis Island**: Angel Island—where Chinese immigrants to California were processed during the gold rush. **Upside-down pink triangle**: Homosexuals had to wear this during the Nazi Holocaust; Jews had to wear a yellow upside-down triangle. **Stephen Biko**: South African who was killed for Apartheid (about the time Mandela was imprisoned). **Ethnocentrism**: an emotional identification with one's group or nation. **Juneteenth**: June 19th celebration of the Emancipation Proclamation when Texas freed the slaves—the last state to do so. **Eagle Feathers**: symbol of accomplishment, bravery, strength, spirituality, and freedom among Native Americans. **Irish immigrated** because of the potato famine in Ireland. **Disabled parking sign** is blue. **"Brown vs. Topeka Board of Education" lawyer** was Justice Thurgood Marshall. **Goy** is Yiddish for non-Jew. **Comparable worth** is equal pay for work of equal quality. **Step show** is an old Black Greek tap dance. **Lumpia** is a Philippine eggroll.

Resource Material

In our society, it is tidy to label, categorize, and compartmentalize each other. Once we are in our separate categories, we can ignore each other. It's as if connecting, tolerating, and appreciating each other would mean we would lose a part of ourselves.

NOTE to Trainer: The "Cultural Pursuit" activity can be used as an introduction to this unit. Participants are to find the answers from each other. A copy is found in the Handout Section, p. OH 9-1. This 5x5 matrix can also be used in other ways as a participation strategy and a blank page is available (OH 9-4), for instance, for teachers to fill in questions to help students review for a test by learning the answers from each other. Another example is also included that identifies women in history (OH 9-2 and OH 9-3).

BOTTOM-LINE of Equity Training: At times, students are slotted into stereotypical courses based on gender or ethnicity—even if they are unprepared, uninterested, or unsure of what areas they want to pursue. "Education is how a society hands out its life chances, how it gives people options. The best definition of freedom is a range of options that celebrates and nurtures diversity." Peter Jennings.

Definitions Related to Diversity

Ageism: An attitude, action, or institutional practice of policy which subordinates or oppresses people based upon their age.

Cultural Awareness: Consciousness of cultural similarities and differences; awareness of one's own culture and that of others.

Culture: The ways of believing, feeling, and behaving of a group of people; the way of life of a people, their values, skills, customs, and resulting material culture.

Elitism: An attitude, action, or institutional practice which subordinates or oppresses people due to their economic class, social position, or lifestyle. A belief of people holding power that they are superior to those without power.

Ethnicity: A sense of peoplehood shared by members of a group who continue to identify themselves with a common ancestry, national heritage, religion, language, values, attitudes, and perceptions. Degree of ethnic identification and affiliation is by individual choice.

Handicappism: An attitude, action, or institutional practice or policy which subordinates people because of a physical or mental disability.

Homophobia: This refers to the strong irrational fear and intolerance that many people have of homosexuality and homosexual people.

Prejudice: An attitude, usually negative, toward an entire category of people. Prejudice and discrimination are rooted in ethnocentrism, the belief that another microcultural group is inferior to one's own group.

Race: A concept with multiple meanings and thus with limited usefulness in describing groups of people. 1) Biological definition—a concept used by physical anthropologists to differentiate among the various human subgroups based on their physical characteristics. 2) Social definition—a concept used to isolate, separate, and stigmatize groups which results in differential treatment of people of different skin colors.

Racism: A set of attitudes or beliefs of a group that has power to subordinate and oppress another group on the basis of race.

(Source: A Guide to Developing Multicultural, Nonsexist Education Across the Curriculum, Iowa Dept. of Education, May 1989.)

Resource Material

NOTE to Trainer: Participants benefit from thinking about a different life circumstances than their own. Understanding someone else's experience is the first step toward compassion.

A Day on a Camel

Have participants choose one of the following individuals and answer the questions in relation to the experiences they might have in this circumstance.

Japanese-American sent to the Japanese Internment camps.

Native American on a reservation in New Mexico

African-American slave before the Civil War

Jewish holocaust survivor

Mexican-American doctor

Ghettos teenager

Hungarian immigrant

Paraplegic war veteran

Questions:

1. What brought you to this country or created the circumstance you are in?
2. What attitudes were reflected by others toward you?
3. Give one example of how you were treated.
4. What surprised you about your experience?
5. What forms the basis for intolerance?
6. How can we change? Do we need to?

Cultural and Racial Dilemmas

"Racial intolerance is getting worse in many ways, not better. I think we're politer now in the way we mask it. There has been a 72% rise in hate crimes on college campuses."

Sherry Lansing, film producer, School Ties.

"Racism is still a major problem in America, only more subtle and covert. We cannot afford bias any longer in a global society where we're going to need every human resource to prosper and be competitive in the 21st century."

William H. Gray III, President and CEO of the United Negro College Fund.

"What integration has meant for many whites is that blacks had to interact with them on their terms. Not only do many (whites) not want to participate in other cultures, but they feel theirs is the culture."

Dr. Aldon Morris, associate professor, Northwestern University.

ERACISM

Resource Material

NOTE to Trainer: Have participants read through the quotations and discuss them in relation to their own experiences with students. Suggest that other types of intolerance such as political partisanism, elitism, attractivism, separatism (one race not wanting to associate with another race), etc. create a space for all types of prejudice.

Questions

1. Why are we resistive to a discussion of racism and prejudice?
2. What are the potential problems in promoting a multicultural perspective?
3. How do we limit our ability to utilize the strengths of individual cultures?
4. What is our responsibility as educators to address this issue?
5. What other examples of intolerance would lead you to believe we are racist or sexist?

The Nature of Prejudice

Traditional research into the nature of prejudice has several basic flaws. These include, among others: (1) Researchers tend to approach prejudice as something abnormal and ignore advantages in power, wealth, status, and peace of mind that come from prejudiced states of mind. (2) They tend to focus on negative prejudices and assume that positive prejudices are largely benign. (3) They fail to recognize that prejudice reduction requires long-term strategies for developing fair and openminded persons in fair and openminded societies.

In contrast, prejudice is a normal process in advancing the vested interests of favored groups. Few individuals focus on their own prejudices, pro or con. And most grossly underestimate the strength and significance of their own prejudices while expressing anger toward and scorn for the prejudices of "others" against them.

William Graham Sumner (Folkways, 1906) suggested that the majority of beliefs, both expressed and acted upon, are not chosen by people on the basis of reason or reflection, but rather produced by "frequent repetition of petty acts" which generate "habit in the individual and custom in the group." People divide into "ingroups" and "outgroups," forming positive prejudices toward their own group (its beliefs and patterns of behavior) and negative prejudices toward outgroups. Sumner labels this pattern in human life "ethnocentrism" and argues that it is found in virtually all social groups.

In addition, at the turn of the century, schooling became a large-scale commitment so that people might have the basic skills to fill the nation's need for manufacturing, not that people might become autonomous critical thinkers. So students memorize information and facts, but without thinking about what they take in, since this is not required to pass the tests. Students do not connect learning in school to their experiences outside of school. Nor do they make interdisciplinary connections, as, for example, between what they learn in history and what they learn in civics.

A shift from a "lecture" mode to a "conversational" mode of teaching, where student questions and opinions can be freely and comfortably expressed, will of course take time. We can begin to question what we read, what we hear, and what we subconsciously infer. We can say to ourselves, "Let's see, does that make sense?"

Prejudice is a complex, multidimensional phenomenon—a natural part of human thinking. Removing prejudice requires the development of fairminded rational persons. Fairminded critical thinking has always been a part of human thinking, but typically a subordinate part. **Prejudice reduction begins with each of us with our own prejudices. It ought not focus on the prejudices of others, prejudices against us, for we are ideally situated to change our own mode of thinking, not to change the thinking of others.** (Source: Adapted from Richard Paul & Kenneth Adamson, Critical Thinking, Chapter 11, pp. 206-238.)

Resource Material

NOTE to Trainer: Have participants read this essay to themselves. Encourage their response to these ideas including honest disagreement and concern. Explain that critical thinking is "thinking about our thinking." Questions that ask for contrast, comparison, and different opinions are part of thinking. Have participants identify and underline:

1. A point they agree with.
2. A point they disagree with.
3. A new idea for them.
4. Something that confuses them.
5. A phrase or word that summarizes the essay. Write these on the board.

Have two people volunteer to summarize the several points of view at the conclusion.

Another good strategy is to read this essay and "think aloud" your own questioning process while reading so that participants capture the process of thinking while reading.

The Psychological Roots of Prejudice

- **In-groups and out-groups:** This starts with the simple differentiation between "us" and "them" and our natural tendency to contrast ourselves with others as a way of defining who we are. People align themselves with a group and favor that group over others. It is suggested that some youngsters have misunderstood lessons about ethnic "pride" and have developed ethnic "chauvinism" instead.

- **Stereotypes:** The word "stereotype" is defined as an invarying form or pattern: a fixed or conventional notion or conception, as of a person, group, idea, etc., held by a number of people and allowing for no individuality. Not all stereotypes are negative; any stereotyping, though, wipes out individuality. People form a negative and at least partially false configuration of assumptions about a group of people. This hampers our ability to see differences between individuals we've put into the category labeled "us" and those we call "them." Researchers have found that we take every opportunity to confirm our assumptions and disregard information that would disprove them.

- **"Just-World" Thinking:** This kind of thinking, that the world is fair and just, helps explain why we're in a better position than others (we deserve to be) or in a worse one (we've been bad). It can lead us to the view that people who suffer must deserve it because of something they've done or because their character is somehow deficient.

- **Scapegoating:** People may single out a scapegoat in order to have a target for their rage and frustration, even though the cause of a problem may be impersonal and complex. (Source: "The Roots of Racism," by Bibi Wein, New Woman, March 1992, pp. 91-95.)

Resource Material

We unwittingly promote prejudice in a number of ways. Students have a strong desire to affiliate with a group, for instance, and often don't learn how to think for themselves. As a group, they do not have to defend all the answers alone and have support for their ideas.

In-Group/Out-Group Activity

Divide participants according to possible in-groups and out-groups. Some ideas could include two groupings by eye color, shoe size; or use groups such as conservative and liberal groups (vegetarian promotion, abortion rights, pro-turtle, etc.). Using buttons or labels, have participants answer the following questions about the other group:

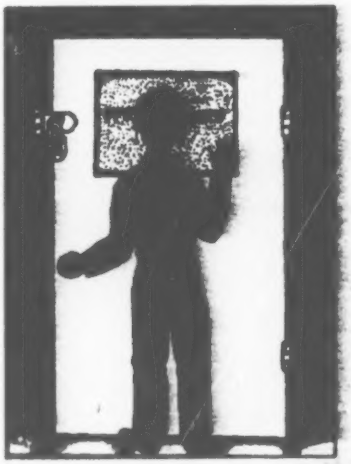
1. One-word description of their personality.
2. What kind of music do they listen to?
3. What kind of books do they read?
4. Are they good listeners?

Process Questions:

1. How are these ways of thinking affecting behavior and career choice?
2. What kind of buttons do students wear?

Activity 2

Have participants then identify examples of each of the four types of thinking and the effects of each of these on student behavior, achievement, and career choice.



Imagine Yourself Differently-Abled

The biggest problem that people with disabilities face is not their disability, but the negative attitudes and assumptions they encounter from teachers, social workers, employers, and the rest of their world. That's why it's important to be aware of our fears and stereotypes.

Guided Fantasy

Experience yourself in a body other than your own, one with a physical disability or sensory impairment. If you are disabled, imagine yourself with a different disability. Imagine yourself on crutches or in a wheelchair. Or suppose you are unable to move your hands or arms. Imagine you have a sensory disability—unable to see or hear, for example. Or imagine you have a speech impediment, making it difficult for you to communicate. (Pause) Let your mind wander through all these images, and then choose just one image that you are able to shift into. Now sit in that body and gradually relax. (Pause)

In your new body, think about the following: What kind of clothes did you choose to wear? How did you get out of your house? Were there stairs? What kind of transportation would you use? How would you get to school? How would you feel when you came into this room full of people? Suppose you needed to ask directions: How would people respond? How would you feel? Suppose you were invited to a party after school/work today. Would you go? (Pause)

When you are ready, open your eyes, and let's share experiences. (Have participants jot down impressions before sharing with the group.)

Resource Material

NOTE to Trainer: Have participants close their eyes while you talk them through the guided fantasy:

After the exercise, have them answer the following discussion questions:

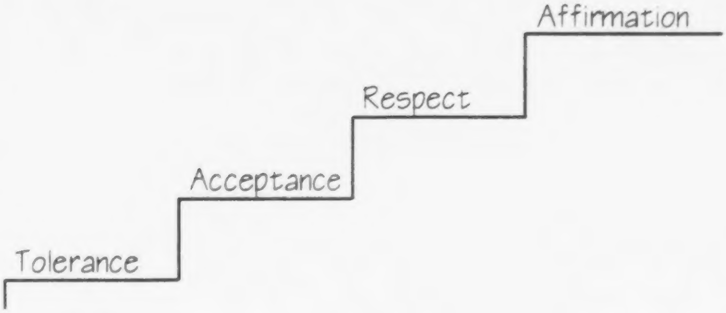
1. What were your reactions to imagining yourself disabled? What disability did you choose?
2. Were there certain disabilities that were hard to imagine? Why?
3. What was particularly uncomfortable? What was difficult?
4. Why do this exercise? (Empathy, getting in touch with someone else's reality, makes us face our own discomfort and fears.)

Point out that this exercise may be unfair. It asks you to go from being nondisabled to disabled instantly (although for some this does happen). (Source: Barrier Free, published by the Office of Educational Research and Improvement, U.S. Dept. of Education, pp. 9-10.)

Another strategy is for participants to experience being disabled themselves by tying an arm behind their back, writing with their non-writing hand, using an eye patch, having a leg tied so only one is available for moving around, or sitting in a wheelchair. Participants could try to put on clothing (sweats) while sitting in a wheelchair without any help from their legs.

An alternative activity would be to have participants brainstorm a list of labels teachers place on students and then take on the identity of a slow learner, resource students, underprivileged children, using the guided imagery and the questions.

Levels of Attitudes and Behaviors



"The conventional wisdom has been that discrimination would wither away as society became more tolerant. Virtually all the progress the U.S. has made toward racial fairness has been in one direction. To be accepted by whites, blacks have to become more like them, while many whites have not changed their attitudes at all. Children as young as two can pick up damaging messages, often from subtle signals of black inferiority unwittingly embedded in children's books, toys, and TV programs designed for the white mainstream.

"White children are not less vulnerable to racial messages. Their reactions can range from a false sense of superiority over blacks to an identification with sports superstars like Michael Jordan so complete that they want to become black. I think it's a very, very serious issue that this country hasn't faced up to."

(From the article, "Growing Up Black and White," Jack E. White, Time, May 17, 1993, pp. 48-49.)

Resource Material

Learning to affirm differences rather than deny them is the essence of what a multicultural perspective is about.

A multicultural perspective has a variety of levels of attitudes and behaviors:

1. Tolerance - To be tolerant means to have the capacity to bear something. To tolerate differences means that they are endured, although not necessarily embraced. Tolerance represents the lowest level of multicultural perspective.

2. Acceptance - Acceptance is the next level of dealing with diversity. If we accept diversity, it means that we, at the very least, acknowledge differences without denying their importance.

3. Respect - Respect is the third level of multicultural perspective. Respect means to admire and hold in high esteem. When diversity is respected, students will be exposed to different ways of approaching the same reality.

4. Affirmation and Critique - Affirmation and critique represent the highest level of multicultural perspective. It means accepting the culture of individuals, their families, and others as legitimate and valid vehicles for learning. It also means understanding that culture is not fixed or unchangeable and one is able to critique its manifestataions and outcomes.

Multicultural education without critique implies that cultural understanding remains at the romantic or exotic stage. If we are not able to transcend our own cultural experience through reflection and critique, we cannot hope to understand and critique that of others. (Source: "How Do We Nourish a Multicultural Perspective," by Andrews, Paschall, & Mitstifer, 1993.)

NOTE to Trainer: Have participants identify several concepts in their various disciplines where they feel a class period spent on these levels would be beneficial. Have them work in pairs or small groups to create an opening activity that would last 5-10 minutes.

What Can We Do?

1. Recognize that we lose some of our humanity and integrity if we simply watch or turn away as others are victimized.
2. Start at home. When we learn to recognize our own biases, to pay attention to our words and actions, we have made a powerful beginning.
3. Treating people respectfully doesn't necessarily mean being color-blind. Work to develop an atmosphere that encourages us to examine our own values, beliefs, and biases.
4. Use examples of minority persons or groups that highlight their successes or respected position in the community.
5. Solicit the views of students and other advisers who are sensitive to cultural differences.
6. Have students identify information that is culturally specific. Then put that information in the context of that community of people and have students respond to it in ways that are meaningful to that culture.
7. Do not assume that all minorities have the same concerns and problems. There are all varieties of shades of gray. It is impossible to address the needs of every student in your class with a single approach.
8. You need not be an expert on the different cultures, but you must be sensitive to the fact that there are differences and that the differences must be respected.
9. Make sure bulletin board displays reflect the demographic mix of the United States.
10. Help students become aware that problems exist in our own community related to bias and prejudice. Even in our classrooms that are predominantly Caucasian, we can easily find diversity.
11. Students need to see you as a role model who accepts and values diversity. These things can affect their perception: the tone of your voice when you respond to certain students or the eye contact you do or don't make with those students. Your own belief that you value cultural differences is reflected in such things.
12. You can gain meaningful insights on culturally different students by talking with them and their parents, visiting their community, and listening to various segments of their community.

(Source: The Bias-Free Classroom by Cheryl Burgan Evans.)

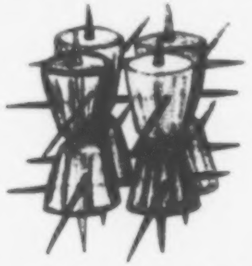
Resource Material

NOTE to Trainer: Have participants discuss this list and then select one or two things to address in their classroom during the coming week.

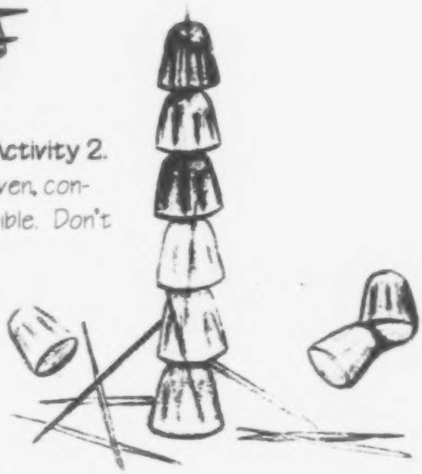
Expectations and Boundaries

The following exercise is designed to give students opportunities to reflect on the expectations people place on us and some of the boundaries set by others within which we live.

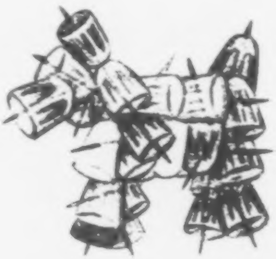
Have two tables complete **Activity I.** Build two cubes. Use 8 gumdrops and 12 toothpicks for each cube.



Have two tables complete **Activity 2.** Using the materials you are given, construct the tallest tower possible. Don't let the tower fall.



Have two tables complete **Activity 3.** Use the materials given to create anything you want. Have fun. Be creative. Give your construction a name.



Summary: If at all possible, get students to generalize about what it feels like to work under different boundaries than their peers. Ask students how they feel about differential opportunities imposed on them by a stranger. You may need to give examples. For instance, older brothers and sisters get to stay up later at night. Ask students to identify three other instances.

Resource Material

Materials: 3 lbs. gumdrops sorted into small plastic bags, toothpicks, written instructions for each of the three activities.

Introduction: "We will start today's workshop with a short project. I'd like each group to build something for me." (hold up a bag of gumdrops and toothpicks.) "These are your building materials. This activity is like everyday life in as much as there are certain rules each group will have to follow. Once the project is completed, each group is to be silent." (Pass out the building instructions and materials.)

It is critical that during this activity the leader circulate through the room to observe students and enforce the restrictions imposed on each group (for example, the "no talking" rule).

When the groups completing Activity 3 are almost finished, begin the discussion activity. Ask the groups to read the rules and boundaries under which they were working. Record the responses from each group on paper or the blackboard.

Discussion questions:

1. How does your group feel about the restrictions under which you were working?
2. How fun was your activity?
3. Would you have rather been in another group? In which group would you like to have been? Why?
4. Did you discover any other rules and boundaries not written on your instructions that bothered you?
5. How did you feel watching the other groups working? Describe some of those feelings or emotions.

CULTURAL PURSUIT

DIRECTIONS: Read your Pursuit card and put your name in one box which you can answer. Next, find others who know the answers for the boxes that remain. Be prepared to share what you know. Each person may sign only one square on a card.

Find Someone Who . . .

Has had her/his name mispronounced. __________	Knows what "nisei" means. __________	Is from a mixed heritage background. __________	Is bilingual/ multilingual. __________	Has been misunderstood by a person from a different culture. __________
Can explain the significance of Roe v. Wade. __________	Has had to overcome physical barriers in life. __________	Has experienced being stereotyped. __________	Knows what Rosa Parks did. __________	Has an "Abuela." __________
Can name the West Coast equivalent of Ellis Island. __________	Knows what an upside down pink triangle symbolizes. __________	Knows who Stephen Biko was. __________	Has traced his or her family lineage or heritage. __________	Can explain what ethnocentricism is. __________
Listens to ethnic music. __________	Knows what "Juneteenth" means. __________	Knows the significance of eagle feathers. __________	Knows why the Irish immigrated to the U.S. in the 1880s. __________	Knows what color a disabled parking zone is. __________
Can name the lawyer who argued for the petitioner in "Brown vs. Board of Education." __________	Knows the meaning of "Goy." __________	Knows what "comparable worth" means. __________	Has seen a step show. __________	Knows what a "lumpia" is. __________

Women in History

DIRECTIONS: Read through the descriptions and put a name in one box which you can answer. Next, find others who know the answers for the boxes that remain. Be prepared to share what you know. Each person may sign only one square on a card.

First female licensed physician in the U.S.	The first to publicly call for voting rights for women.	Successful Hispanic professional golfer.	An African-American orator for women's rights and the abolition of slavery in the 19th century.	First woman elected to both U.S. House of Rep. and Senate.
First Lady who worked for reforms for women, people of color, and poor people.	Co-founder and vice president of the United Farm Workers.	Won a Nobel Prize for her efforts on behalf of international peace.	The 1962 publication of this woman's book led to the birth of the environmental movement.	First black woman elected to Congress from the South.
Refused to give her seat to a white man on a segregated Alabama bus.	First female justice on the U.S. Supreme Court.	A prolific poet during the 1800s whose work focused on religion, relationships, nature, and death.	Writer and well-known leader of the modern women's rights movement.	Leader of the 20th century birth control movement.
First woman elected to the House of Rep. in 1916, peace activist, and suffragist.	Award-winning TV newscaster and co-anchor on the CBS Evening News.	First woman to be in a Cabinet of a U.S. president. Secretary of Labor from 1933-1945.	Escaped from slavery, then risked her life to lead over 300 slaves to freedom on the underground railroad.	Nobel Prize winning geneticist.
During the colonial period, she wrote thousands of letters to her husband on woman's rights.	One of the foremost leaders of the woman's suffrage and abolitionist movements.	President of the Women's Christian Temperance Union (200,000 members) in the 19th century.	Drafted the first Equal Rights Amendment in 1923.	The first black woman to run for president of the U.S.

Answer Key to Women in History Quiz

First female licensed physician in the U.S. **Elizabeth Blackwell**	The first to publicly call for voting rights for women. **Elizabeth Cady Stanton**	Successful Hispanic professional golfer. **Nancy Lopez**	An African-American orator for women's rights and the abolition of slavery in the 19th century. **Sojourner Truth**	First woman elected to both U.S. House of Rep. and Senate. **Margaret Chase Smith**
First Lady who worked for reforms for women, people of color, and poor people. **Eleanor Roosevelt**	Co-founder and vice president of the United Farm Workers. **Dolores Huerta**	Won a Nobel Prize for her efforts on behalf of international peace. **Jane Addams**	The 1962 publication of this woman's book led to the birth of the environmental movement. **Rachel Carson**	First black woman elected to Congress from the South. **Barbara Jordan**
Refused to give her seat to a white man on a segregated Alabama bus. **Rosa Parks**	First female justice on the U.S. Supreme Court. **Sandra Day O'Connor**	A prolific poet during the 1800s whose work focused on religion, relationships, nature, and death. **Emily Dickinson**	Writer and well-known leader of the modern women's rights movement. **Gloria Steinem**	Leader of the 20th century birth control movement. **Margaret Sanger**
First woman elected to the House of Rep. in 1916, peace activist, and suffragist. **Jeannette Rankin**	Award-winning TV newscaster and co-anchor on the CBS Evening News. **Connie Chung**	First woman to be in a Cabinet of a U.S. president. Secretary of Labor from 1933-1945. **Frances Perkins**	Escaped from slavery, then risked her life to lead over 300 slaves to freedom on the underground railroad. **Harriet Tubman**	Nobel Prize winning geneticist. **Barbara McClintock**
During the colonial period, she wrote thousands of letters to her husband on woman's rights. **Abigail Adams**	One of the foremost leaders of the woman's suffrage and abolitionist movements. **Susan B. Anthony**	President of the Women's Christian Temperance Union (200,000 members) in the 19th century. **Frances Willard**	Drafted the first Equal Rights Amendment in 1923. **Alice Paul**	First black woman to run for president of the U.S. **Shirley Chisholm**

Cultural and Racial Dilemmas

"Racism is still a major problem in America, only more subtle and covert. We cannot afford bias any longer in a global society where we're going to need every human resource to prosper and be competitive in the 21st century."

William H. Gray III, President and CEO of the United Negro College Fund.

The Psychological Roots of Prejudice

- In-groups and out-groups
- Stereotypes
- "Just-World" Thinking
- Scapegoating

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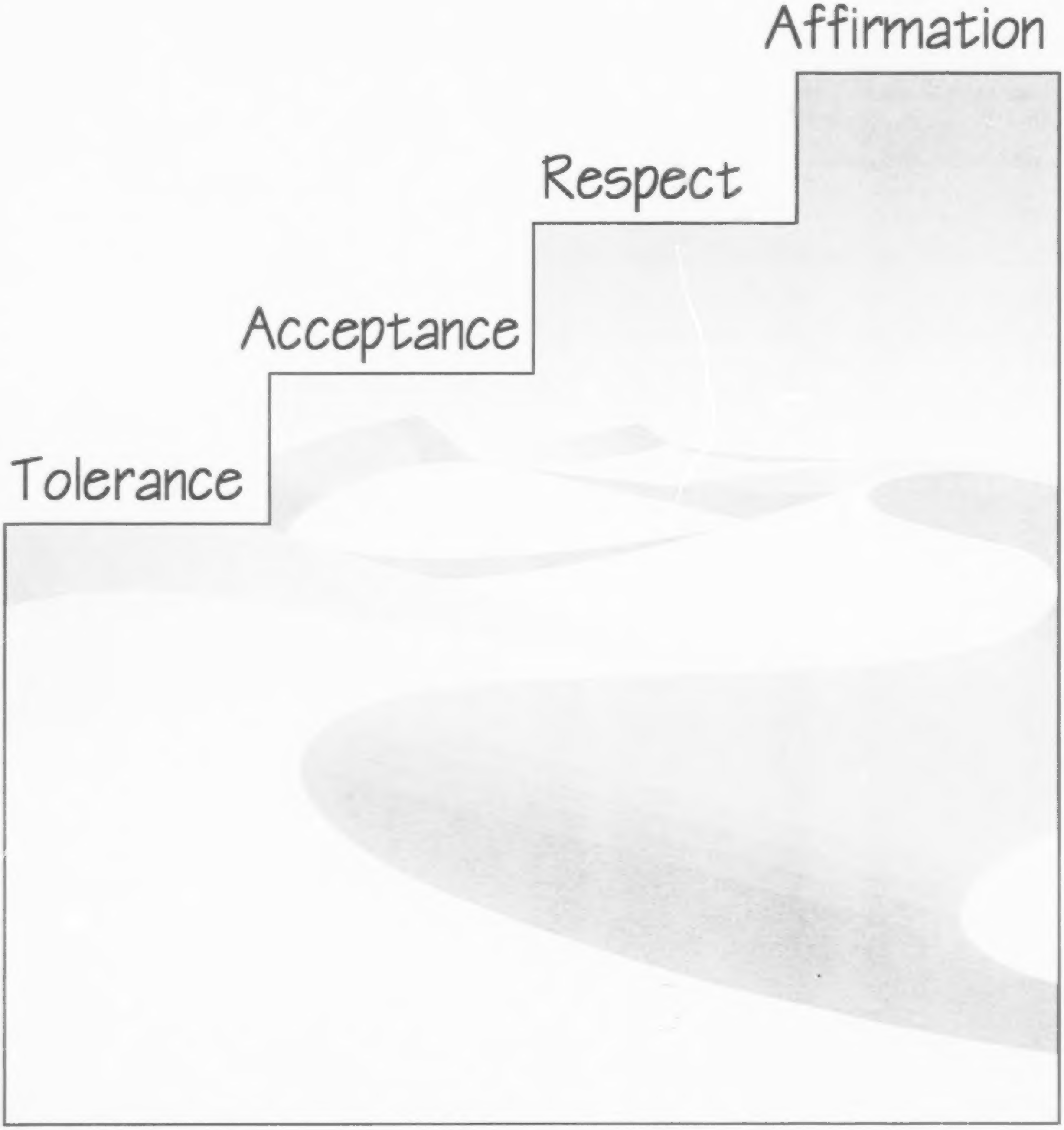
Levels of Attitudes and Behaviors



Tolerance

Acceptance

Respect

Affirmation

"The conventional wisdom has been that discrimination would wither away as society became more tolerant. Virtually all the progress the U.S. has made toward racial fairness has been in one direction. To be accepted by whites, blacks have to become more like them, while many whites have not changed their attitudes at all.

"Children as young as two can pick up damaging messages, often from subtle signals of black inferiority unwittingly embedded in children's books, toys, and TV programs designed for the white mainstream.

"White children are not less vulnerable to racial messages. Their reactions can range from a false sense of superiority over blacks to an identification with sports superstars like Michael Jordan so complete that they want to become black. I think it's a very, very serious issue that this country hasn't faced up to."

Jack E. White

The Diversity Awareness Profile

The Diversity Awareness Profile (DAP) is designed to assist people in becoming aware of ways in which they discriminate against, judge, or isolate others. Read each question and circle the number that best applies. Consider each question in terms of your own actions, beliefs, and experiences. When you have finished answering the questions, add up the numbers for a total.

	Almost Never	Seldom	Usually	Almost Always
1. Challenge others on racial/ethnic/sexually derogatory comments?	1	2	3	4
2. Speak up when someone is humiliating another person or acting inappropriately?	1	2	3	4
3. Refuse to participate in jokes that are derogatory to any group, culture, or sex?	1	2	3	4
4. Check out reality before repeating or believing rumors about anyone?	1	2	3	4
5. Assume and convey the message that minority class members are as skilled and competent as others?	1	2	3	4
6. Get to know people from different cultures and groups as individuals?	1	2	3	4
7. Realize that members of another culture have a need to socialize with and reinforce one another, and connect as a group?	1	2	3	4
8. Take responsibility for helping new people at school, including women?	1	2	3	4
9. Learn about and appreciate the richness of other cultures and respect their holidays and events?	1	2	3	4
10. Encourage protected-class members to speak out on their issues and concerns, and treat those issues as valid?	1	2	3	4
11. Empower minority students by handing over responsibility to them as often as I do to others?	1	2	3	4
12. Follow and reinforce organizational policies regarding equal treatment, including confronting others who violate those policies?	1	2	3	4
13. Keep all others, including minority class members, in information loops, both formal and informal?	1	2	3	4
14. Reinforce others for behaviors that support cultural diversity?	1	2	3	4
15. Confront organizational policies that lead to the exclusion of anyone?	1	2	3	4
16. Call, write, or in some way protest when a book, newspaper, television show, or some branch of media perpetuates or reinforces bias or prejudice?	1	2	3	4

Total ____________

Scoring:

? Naive Offenders - Do not even realize they exhibit biased behavior. They frequently accept stereotypical statements as facts. Scores can vary widely for the truly naive offender. For example, a naive person can believe that "almost always" is a truthful response to many of the questions, because he or she does not comprehend biased behavior.

20-39 Perpetuators - Aware of their biases and prejudices, and that their behavior offends others. Nevertheless, they continue with derogatory jokes, comments, and actions as though laws or company guidelines do not apply to them.

40-59 Avoiders - Aware of biases in themselves and others. They are working on their own prejudices, but are reluctant to address inappropriate behavior by others. Their behavior is often perceived as acceptance.

60-69 Change Agents - Not only aware of biases in themselves and others, but also realize the negative impact of acting on those biases. They are willing to make a difference when they encounter inappropriate words or behaviors.

(Source: Adapted from Managing Diversity Newsletter, May 1994.)

A Snapshot of a Multicultural Work Force

Diversity is emerging as one of the most serious issues in the workplace today, yet most employers are not prepared to deal with it. Nor are their managers. Many managers grew up having little contact with other cultures. They are actually "culturally deprived," and their college texts did not cover the kinds of situations that arise in today's multicultural settings.

Even when training women and minorities, managers sometimes inadvertently contribute to failure. In one company, men would train other men by puting them on the equipment and then coaching them. But they trained women by showing them how the equipment worked without giving them "hands-on" practice. In another company, men training men used correct technical terminology for the equipment, but when they trained women, they referred to the "gizmo" or the "thingamajig with the little curlicue on top." They assumed that the women could not handle technical terminology and thus hindered their training.

Some organizations are taking aggressive steps to meet the demographic challenge of the 1990s. The company that manages diversity will have a competitive edge. Managing diversity is conceptually different from equal opportunity, which was primarily a battle against racism and prejudice. To value work-force diversity is to manage in a way designed to seize the benefits that differences bring.

1. If managers are to be trained to value diversity, what do they actually need to learn?

2. What barriers must they overcome to work effectively with people who are different from themselves or different from the mainstream?

3. What stereotypes develop when invalid conclusions are reached about an individual and when those conclusions remain untested and unchanged?

4. In some organizations many of the rules are explicit, even written. In most, however, the rules are ambiguous, unwritten and may be completely inconsistent with written policy. What would some of these unwritten rules be?

5. What can you do to understand and value the diversity of the people you work with and teach?

(Source: "Learning to Manage a Multicultural Work Force," by Lennie Copeland, Personnel Practices for the 90s, A Local Government Guide, pp56-63.)

Module 10

Teaching Self-Reliance and Problem Solving

Carl Perkins legislation requires equity training to include principles of self-reliance. Equity Centers, therefore, are to teach the processes of self-reliance to secondary and postsecondary students, particularly young women between the ages of 14 and 25. The majority of students will most likely find themselves as adults in situations where they will need to provide for themselves and their families, regardless of marital status. This module focuses on a number of self-reliance and problem-solving principles, with ideas that can be used and reinforced in the classroom.

- Empowering Students 10-2
- Some Work Force Statistics 10-3
- A Reality Check 10-4
- Lifespan Planning 10-5
- Unless You Can Promise 10-6
- Barriers to Nontraditional Careers 10-7
- Recruiting to Nontraditional Careers 10-8
- Self-Reliance as Part of Teaching 10-9
- Self-Reliance Video Questions 10-10
- Overhead and Handout Section

Empowering Students

Self-reliant - conscious of and feeling in control of personal choices, circumstances, and life processes.

Possessing high self-esteem - seeing ourselves as worthwhile, competent, and deserving.

Responsible - accepting consequences, avoiding blaming, and not making excuses.

"Empowerment starts internally—it's the process whereby we gain control over our everyday affairs. Our lifetime of experiences within hierarchical structures causes us to be unquestioning of hidden assumptions. Our students experience learning as being told and taking notes. They learn to conceal feelings and insights in order to avoid confusion and disapproval. Thus we have a tendency toward disempowerment and reinforce it with our language: you shoulds, I have tos, I don't knows (sometimes because I don't dare share), I can'ts--not trusting our own feelings and how we figure things out. This disempowerment works against building self-reliance, high self-esteem, and responsible behavior. In spite of this, we *can* nurture our voices and the voices of our students through dialogue, practice, and affirmation."

(Adapted from "Empowerment: Its History and Meaning" by V. Vincent and "A Language of Empowerment" by C. Morgaine, Home Economics Forum, Vol. 6, No. 2, Spring 1993.)

Resource Material

As educators, we have certain characteristics we wish our students would assimilate, such as being self-reliant, possessing high self-esteem, and being responsible. We may have these as our "hidden agenda" or it may be something else we unconsciously portray as important along with the information in the course we are teaching. We have many opportunities to influence and empower our students, to teach self-reliance, and responsibility.

NOTE to Trainer: Have participants read through the information, underlining specific points that interest them. (An overhead of these definitions and the quotation are found on pages OH 10-1 through OH 10-3.) Then have them work through the following discussion questions:

1. How are these ideas of self-reliance, responsibility, self-esteem, and empowerment interconnected?
2. Is teaching self-reliance a natural part of any curriculum objective? Or is it usually a hidden agenda for most teachers? Defend your reasoning.
3. What could be some negatives to teaching self-reliance in the classroom?
4. If there are negatives, how do the positive effects of teaching responsibility, self-reliance, and promoting high self-esteem outweigh any negatives?
5. What does it mean to empower students?

BOTTOM-LINE of Equity Training: *Applied Technology Education programs offer a variety of options that can lead to higher wages and employment. The skills of self-reliance encourage students to try new things, branch into areas that are unfamiliar, and risk moving out of their comfort zone in order to pursue their interests in the job market.*

Some Work Force Statistics

1. Today _____ percent of girls in high school can expect to be part of the work force for at least 28 years. (U.S. Bureau of the Census.)

2. _____ million children are being reared by single mothers, whose family income averages about $11,400. The average family income for a married couple with children is slightly over $34,000/year. (Harold Hodgkinson, "Reform Versus Reality," Phi Delta Kappan, Sept 1991.)

3. Nationally _____ percent of women age 10 and older are married, full-time homemakers with children under 18. Among Utah women that number is _____ percent. ("Beyond Fertility: What We Don't Know About Utah Women," by Dr. Marie Cornwall, August 1994.)

4. In Utah in 1990, _____ percent of women with children ages 6-17 worked outside the home. The U.S. percentage was _____. (1990 Census.)

5. Among white married families in Utah with children under age 18, _____ percent live in poverty, while _____ percent of female-headed families live in poverty. (1990 Census.)

6. Women have doubled their share of engineering jobs in the '80s from _____ percent to _____ percent. Female electricians increased from _____ percent to _____ percent. (Utah Labor Market Report, July 1993, Vol. 3 #7.)

7. Utah women as a percent of employed by female occupations include secretaries at _____ percent, registered nurses at _____ percent, cosmetologists at _____ percent, data entry keyers at _____ percent, and elementary teachers at _____ percent. (Utah Labor Market Report, July 1993, Vol. 3 #7.)

8. By the year 2000, _____ percent of new entrants to the work force will be members of minority groups, immigrants, and women. (William Johnston, "Youth - Challenge & Opportunity," paper prepared for the Hudson Institute, Jan. 14, 1986.)

9. For every retiree in 1950, there were 17 Americans at work. By 1992, there was one retiree for every _____ workers. (William Johnston, "Youth 2000 - Challenge & Opportunity," paper prepared for the Hudson Institute, Indianapolis, IN, Jan. 14, 1986.)

Resource Material

There has been tremendous change economically, socially, and technically in the U.S. during the past twenty years. Many of the expectations and guarantees are no longer assured. In addition, we are experiencing an information explosion that requires workers to continually retrain for the job market. The following statistics reflect a number of gender, ethnic, and economic changes.

NOTE to Trainer: A copy of these statistics is found in the Overhead/Handout Section, p. OH 10-3. Have participants "guesstimate" percentages and numbers before discussing the answers. After the discussion, have them identify—

1. Myths prevalent among teens that contradict this information.
2. How this information relates to self-reliance and gender equity issues.
3. Realities ignored by the assumption that a happy woman is home with her children.
4. What would happen to poverty if women chose higher-paying careers?

ANSWERS

1. 90%
2. 15 million
3. 8%, 12%
4. 76%, 75%
5. 8%, 36%
6. 3% to 6%, 2% to 3%
7. 99%, 94%, 93%, 85%, 76%
8. 85%
9. 3 workers

One Further NOTE to Trainers: The way we look at statistics does not acknowledge the diversity of reasons that women are in the paid work force. Some women also enter fulfilling careers of their own volition, simply assuming that women will work. This also does not acknowledge the contribution of fathers, except negatively.

A Reality Check

Use this activity to help participants discover how many women need or will need paid employment. Introduce this activity to the group by explaining that participants are to consider themselves as representing all women in the U.S. Note that Utah statistics are not significantly different from national statistics.

____ Widows

____ Never Married

____ Divorced

____ Married to husbands with income of $15,000 or more

____ Married to husbands with income less than $15,000

Resource Material

Before presenting this activity, obtain some black- red- yellow- orange- and green-colored items. These items may be colored jelly beans, name tags, pieces of paper, suckers, balloons, etc.

Separate the pieces into groups of ten and put each group in a small plastic bag. As participants arrive, give each person, male or female, a piece from one of the bags of ten. Each group of ten should contain one black, one red, one green, three orange, and four yellow markers. When the pieces are arranged in these proportions, they represent a rough approximation of the number of women in each of the following categories shown in the left column.

(By separating the items into groups of ten, you need not know the exact size of your audience before the presentation.)

Ask participants with black markers to stand. Tell them they represent the **10 percent** of U.S. women who will be widowed by age 50. Have them remain standing.

Ask participants with red markers to stand. Tell them they represent the **10 percent** of American women who will never marry. Have them remain standing.

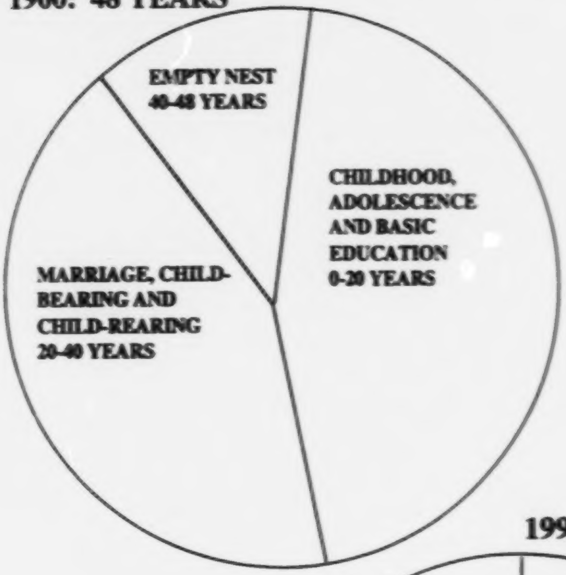
Ask those with orange markers to stand. Explain that they represent the **30 percent** of women who become divorced. Have them remain standing.

Tell the seated participants who have green and yellow markers that they represent the **50 percent** of women who stay married through age 50. Ask those with yellow markers to stand. They represent women whose husbands have incomes of less than $15,000 per year. Explain that the **10 percent** still sitting represent those women who are married to men with incomes of $15,000 or more. Seat everyone.

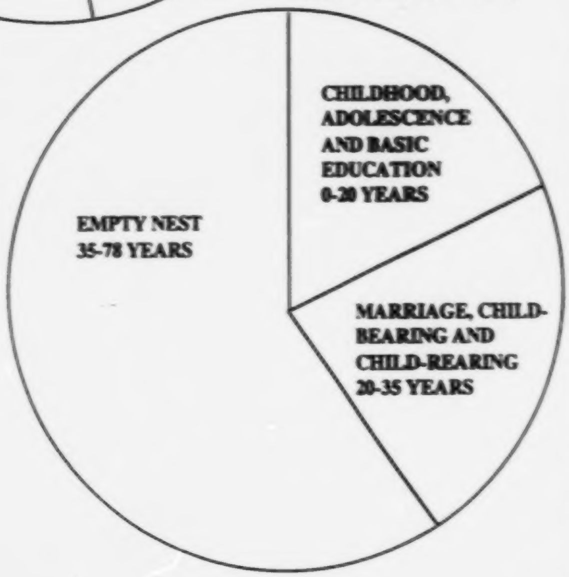
Ask those with black markers to stand again. Explain that this time, seated participants represent the portion of today's young women who will be in the labor force 28 years or more.

The number of women in the labor force is not only a woman's issue. Discuss how men are affected by economic realities that this group has represented.

Lifespan Planning



1900: 48 YEARS



1990: 78 YEARS

Resource Material

We all will go through many transitions, unexpected changes, and a variety of roles throughout the span of our lives. Some of these transitions include:

1. Family transitions (marriage, babies, teenagers, empty nest).
2. Career transitions (normal job changes up and down the ladder, back to school for more education, getting transferred to another city).
3. Unexpected transitions (divorce, death or illness of spouse, self, or children, unemployment, disability, care of elderly parents).
4. Personal growth transitions (a continued need to grow and be stimulated; adult developmental stages continue after we think we've grown up and gone past the teenage years).

We are experiencing rapid social change, economic and technological change. Most of us will change jobs approximately five times during our careers. Families will move several times. Jobs our students may have in the future haven't even been created yet.

The lifespan of an adult at the turn of the century was approximately 48 years. Many women did not see their children grown. Presently, the lifespan of women and men has increased 30 years to 78+ years (An overhead of this comparison is found on page OH 10-6). Women today usually outlive men by at least 8 years. This leaves a significant amount of time not spent in child-bearing and rearing.

NOTE to Trainer: Have participants compare their lives with those of ancestors 1-3 generations back and note the differences. Then have them consider the lives of their own children and students. Will the lifespan be even longer? Most certainly. How does it affect how they will spend their lives?

When working with students, have them calculate the percentages for each area of the pie charts.

Unless you can promise your female student . . .

- that she will marry,
- that her spouse will earn enough money to support her,
- that he will never leave her and she will never leave him,
- or that he will never die, or become disabled,

you must tell her that she must be able to support herself.

• •

Unless you can promise your male student . . .

- that he will marry,
- that his wife will take care of the children and all the details at home,
- that she will never leave him and he will never leave her,
- that she will never die, or become disabled,

you must tell him that he will need to know how to do family work at home and be a parent.

Resource Material

Our students have surprisingly vague concepts of their futures. Rather than explore and experiment, they avoid making career choices for fear of making the wrong choice. They assume that it will be easy to get a job if they just get a college degree, or that once they marry the right person, all their problems will be solved—just like in the fairy tales or the half-hour sitcoms they watch on TV. (Most of them don't understand that "happily ever after" really entails lots of hard work!)

If your female students plan for someone to take care of them, they will likely be poor at some point in their lives and caught without the marketable skills needed to be economically self-reliant. The contingency plan, where women gain education and skills just to have something to fall back on, is offensive to some. It is not viewed as a choice for self-fulfillment.

If your male students plan that someone else will take care of all the family and home responsibilities with no effort on their part, they will likely be alone or unprepared to handle simple or complex family problems.

NOTE to Trainer: Have participants brainstorm ways they could process this information with their students. (An overhead of these statements is found on pages OH 10-7 and OH 10-8.)

Questions:

1. What does it mean to be able to support yourself?
2. We consider poverty level below standard. What standard of living is being considered?
3. Why are these issues important for young men to consider?

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Barriers to Nontraditional Careers

Perceptions of why students do not enroll in nontraditional programs:

- Socialization of women/men
- Feeling of intimidation
- Peer pressure
- Lack of math background for females
- Fear of being perceived as unfeminine/unmasculine
- Fear of being different
- Lack of encouragement by counselors/teachers
- Difficulty getting into programs
- Fear of change
- Fear of being unaccepted
- Lack of interest
- Lack of career information

Perceptions of how more students can be recruited into nontraditional programs:

- Career exploration programs
- Change in society's attitudes
- Role models for young people
- Information about better pay
- Recruitment of diverse instructors
- Networking/seminars
- Insistence that this choice be made by the individual

Resource Material

For every individual there will usually exist short- and long-term barriers to enrolling or working in a particular occupation. Some barriers can be eliminated. Counselors and teachers need to explore and make the student aware of the possible barriers which could affect an occupational choice.

Economically, it is critical that all our students consider a variety of options. Yet, even with more options available, most young people avoid exploration of nontraditional career options for various reasons. (Nontraditional careers are those with 25 percent or less of a gender employed.)

Rank Order Activity

An overhead of this list is found on page OH 10-10. Using a scale from 1 to 10, have participants pick from the two lists in the left column and rate the top 10 barriers they perceive students face when considering nontraditional training programs. When rating, consider 1 as most critical and 10 as least-critical. (All teachers can be effective or detrimental in encouraging career exploration.) Then have the group discuss how they could work together as a group to eliminate the top three barriers for their students.

Another activity: Have students participate in a study of people in unusual situations and professions using the Interest Interview Form from Module 1. It would be of particular interest to know why these jobs were chosen.

(Source for barriers in the left-hand column: Improving Sex Equity in Technical Programs, North Texas State University, May 1988, pp. 25-29.)

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Recruiting to Nontraditional Careers

Not all young people will be interested in nontraditional occupations (NTOs), but all young people should be presented with all the career options available to them, including nontraditional employment. Most students are unfamiliar with nontraditional jobs and have never considered working in a nontraditional career. Thus, training programs in male-dominated occupations must actively recruit female trainees and vice versa. Three key elements must be present in order to successfully recruit individuals into NTOs:

- **Provide career information.**
  As part of the recruitment process, you will have to educate students about nontraditional jobs. Most successful programs use recruitment materials which emphasize information about the types of jobs that nontraditional training will result in and the salary range for entry-level as well as experienced workers. The most effective recruitment tools are brochures, flyers, radio and television public service announcements, and newspaper and TV coverage.

- **Feature role models.**
  Since most women and girls do not know any women who work in nontraditional jobs, recruitment materials must convey the message that women can do this kind of work. This is done most effectively by featuring photos and testimonials of women doing NTOs and employing them in all publicity and recruitment activities. Role models should reflect the racial and ethnic diversity of your community or target group.

- **Recruit more women than you will train.**
  Nontraditional jobs are not for all young women. A significant number will decide they do not want to work in a male-dominated occupation when they learn about the nature of the work and the barriers women face. Thus, it is essential that training programs provide an orientation to young women before they are enrolled and become a countable participant.

Resource Material

Most students do not know about tradeswork, technical occupations, or the apprenticeship system and have no paid work experience in these areas. For example, only in a few instances will a young woman sit down with a career counselor and say, "I want to be a carpenter." However, while the majority of young women have never thought about doing nontraditional work and do not have paid work experience in a nontraditional job, one-third probably have skills or interests which are transferable to nontraditional work. When assessing young women's aptitude for and interest in nontraditional occupations, you can draw out some of these transferable skills by asking the questions printed in the Handout Section, p. OH 10-11.

(Source: Wider Opportunities for Women, Inc. handout.)

Self-Reliance as Part of Teaching

1. Help students identify areas of strength and interest. For instance, is he or she a "people person" or does he or she like doing things alone? Does he or she prefer hands-on/experiential activities or working with abstract ideas? Are they information- or thing-oriented? Does he or she have a passion for something—like penguins, music, children, statistics, etc.? Encourage students to complete tasks and assignments, even those they think they won't enjoy. Completing assignments we dislike or think we cannot do increases self-esteem and confidence.

2. There can be a variety of solutions to any given problem. Help students identify their "frozen perceptions" that create resistance to becoming self-reliant. Encourage them to ask questions through dialogue and practice. Give them numerous experiences in developing the skills of self-reliance and practice in using creative problem-solving techniques.

3. Teach students to value brainstorming and team work, to identify alternatives and choices in life, and how to make decisions.

4. Identify what your unspoken agenda in the classroom is and what it isn't. Whether you are aware or not, you are teaching certain attitudes and language, and encouraging or discouraging certain attributes. When you decide to identify self-reliance and problem-solving skills in your teaching, you empower students to gain control over their everyday affairs, and cooperate in the formulation of and accomplishment of social goals. This encourages responsibility, increases self-esteem, and enhances students' ability to direct their lives.

5. Identify career exploration opportunities:
    - Merit Badges & Merit Badge Pow Wows
    - Interest Interviews
    - Job Shadowing
    - Volunteer Work
    - Internships, Apprenticeships
    - Math/Science Conference for Teenage Girls

Resource Material

Helping teenagers to look ahead when it's hard for them to see past Saturday night requires persistence and encouragement.

NOTE to Trainer: Have participants each take a turn and respond briefly as to what they found most interesting and valuable from the activities and discussion in this module. Then have participants respond on how they would prepare students for a variety of career options could be incorporated into their teaching strategies.

Questions:

1. Why do some students continue to choose dead-end jobs?
2. How can we change this?
3. We continue to underestimate (and female students also underestimate) the time women will spend in the work force. What are some consequences of these miscalculations?
4. Why change this tendency?
5. How does assuming they have to choose a career that makes lots of money work against young men choosing nontraditional careers?

Best Suggestion Activity

Have participants write their best suggestions for teaching self-reliance on self-stick notes and collect them to read to the group.

Who Am I Activity

Have participants write ten responses to the question, "Who Am I?" Then have them share with the group.

"You gain strength, courage, and confidence by every experience in which you really stop and look fear in the face. You must do the thing you think you cannot do."
Eleanor Roosevelt

Self-Reliance Video Questions

Expectations and Realities

1. What things can you learn about your own future from the tape?
2. Scott Robbins, a cancer patient, had purchased a $200,000 life insurance policy. If his wife, Valinda got 8 percent interest on the money, would that support her and their son in the event of Scott's death?
3. Kristi, whose husband made a lot of money, and Betty, the airline reservationist, had a couple of years of college before marriage, but weren't prepared for long-term work. Why do you think this happened?
4. Which of us here will never need long-term work?
5. Some women believe they will never get married. Others think they'll never be unmarried. What do you think?
6. What can you do right now to make sure you are prepared for unexpected situations such as terminal illness, divorce, unemployment, death, etc.?

Breaking Out

1. What kinds of careers for women shown on this video were different than you expected?
2. What are some advantages of nontraditional occupations?
3. What barriers can you identify to doing the kinds of work portrayed on this video?
4. How much would you need to earn per hour to take care of yourself and several children? ($5.00/hour job makes about $10,000/year before-taxes income; $15.00/hour job makes about $30,000/year before-taxes income.)
5. If you could choose anything to do for work, what would it be?
6. What can you do right now that will make these choices available to you when you're out of high school?

Resource Material

Two Videos: "Expectations and Realities" and "Breaking Out" were produced for use in teaching students about issues of self-reliance and career choice. "Expectations and Realities" tells the stories of individuals in unexpected circumstances: unemployment, disability, or divorce of a spouse. "Breaking Out" tells the stories of women's successful move into nontraditional careers.

Empowering Students

Self-reliant - conscious of and feeling in control of personal choices, circumstances, and life processes.

Possessing high self-esteem - seeing ourselves as worthwhile, competent, and deserving.

Responsible - accepting consequences, avoiding blaming, and not making excuses.

"Empowerment starts internally--it's the process whereby we gain control over our everyday affairs.

"Our lifetime of experiences within hierarchical structures causes us to be unquestioning of hidden assumptions.

"Our students experience learning as being told and taking notes. They learn to conceal feelings and insights in order to avoid confusion and disapproval. . . .

"...we have a tendency toward disempowerment and reinforce it with our language:

I should,
I have to,
I don't know (sometimes because I don't dare share),
I can't (not trusting our own feelings and how we figure things out).

"This disempowerment works against building self-reliance, high self-esteem, and responsible behavior.

"...we *can* nurture our voices and the voices of our students through dialogue, practice, and affirmation."

"A Language of Empowerment," by C. Morgaine.

Some Work Force Statistics

1. Today _____ percent of girls in high school can expect to be part of the work force for at least 28 years. (U.S. Bureau of the Census.)

2. _____ million children are being reared by single mothers, whose family income averages about $11,400. The average family income for a married couple with children is slightly over $34,000/year. (Harold Hodgkinson, "Reform Versus Reality," Phi Delta Kappan, September 1991.)

3. Nationally, _____ percent of women age 16 and older are married, full-time homemakers with children under 18. Among Utah women that number is _____ percent. ("Beyond Fertility: What We Don't Know About Utah Women," by Dr. Marie Cornwall, August 1994.)

4. In Utah in 1990, _____ percent of women with children ages 6-17 worked outside the home. The U.S. percentage was _____. (1990 Census.)

5. Among white married couple families in Utah with children under age 18, _____ percent live in poverty, while _____ percent of female-headed families live in poverty. (1990 Census.)

6. Women have doubled their share of engineering jobs in the '80s from _____ percent to _____ percent. Female electricians increased from _____ percent to _____ percent. (Utah Labor Market Report, July 1993, Vol. 3 #7.)

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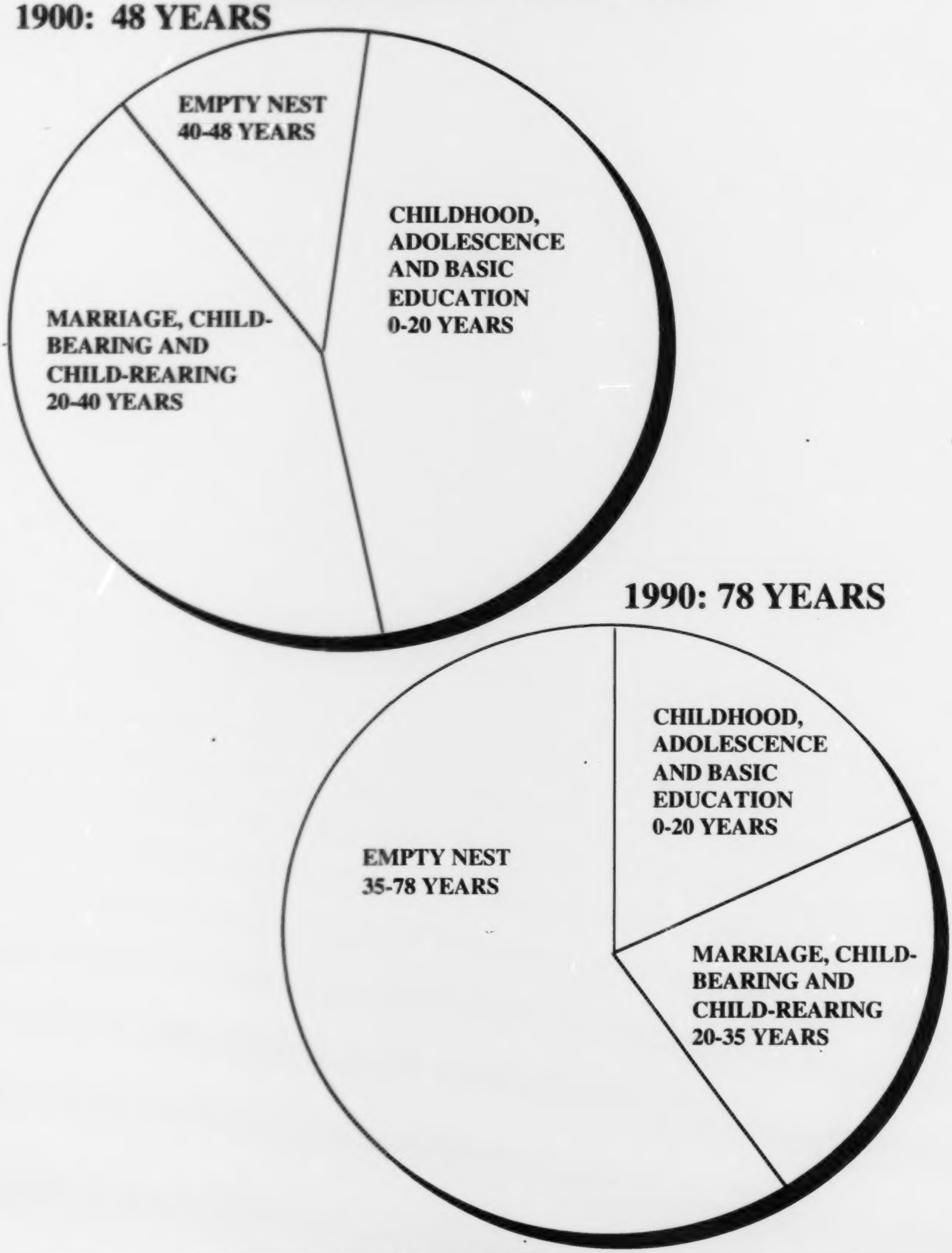
When I grow up
a rich man will
fall in love with me
and marry me
and take care of me.

Lifespan Planning


1900: 48 YEARS

1990: 78 YEARS

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- Fear of being different
- Lack of encouagement by counselors/ teachers
- Difficulty getting into programs
- Fear of change
- Fear of being unaccepted
- Lack of interest
- Lack of career information

MECCA Overhead/Handout

Assessing Career Options

Not all young women will be interested in nontraditional occupations, but all young women should be presented all the career options available to them, including nontraditional employment. When assessing young women's aptitude for and interest in nontraditional occupations, you can draw out some of these transferable skills by asking the following questions:

1. "What are your hobbies and interests? Do you enjoy buiding or repairing things?" If the response is affirmative, follow up with detailed questions about what she has done and help her to see how her experience tranfers into skills for specific entry-level jobs.

2. "Do you do any work around the house, like painting? If so, do you enjoy it?" Describe painting as a career (detail wage, career ladder, and entry-level requirements, and training available).

3. "Have you ever fixed something that was broken? For example, a toilet, toaster oven, or sewing machine? If so, how did you feel after you fixed it?" Describe mechanical and electro-mechanical careers.

4. "Do you work in your garden, or have you lived on a farm or a ranch? If so, describe the kinds of things you have done." Describe landscaping jobs, laborer positions, etc.

5. "Do you have a drivers license? Have you ever driven a school bus, truck, or trailer? Can you drive a standard shift automobile?" Describe careers in the transportation industry, such as trucking, delivery, and bus driving.

6. "Have you ever worked on your car? Changed a tire or the oil? Replaced the spark plugs?" Describe jobs such as auto mechanic and auto body worker, and training opportunities in these fields.

7. "Have you ever used hand tools? What about power tools? Have you ever used a vacuum?" If so, then you have used a power tool.

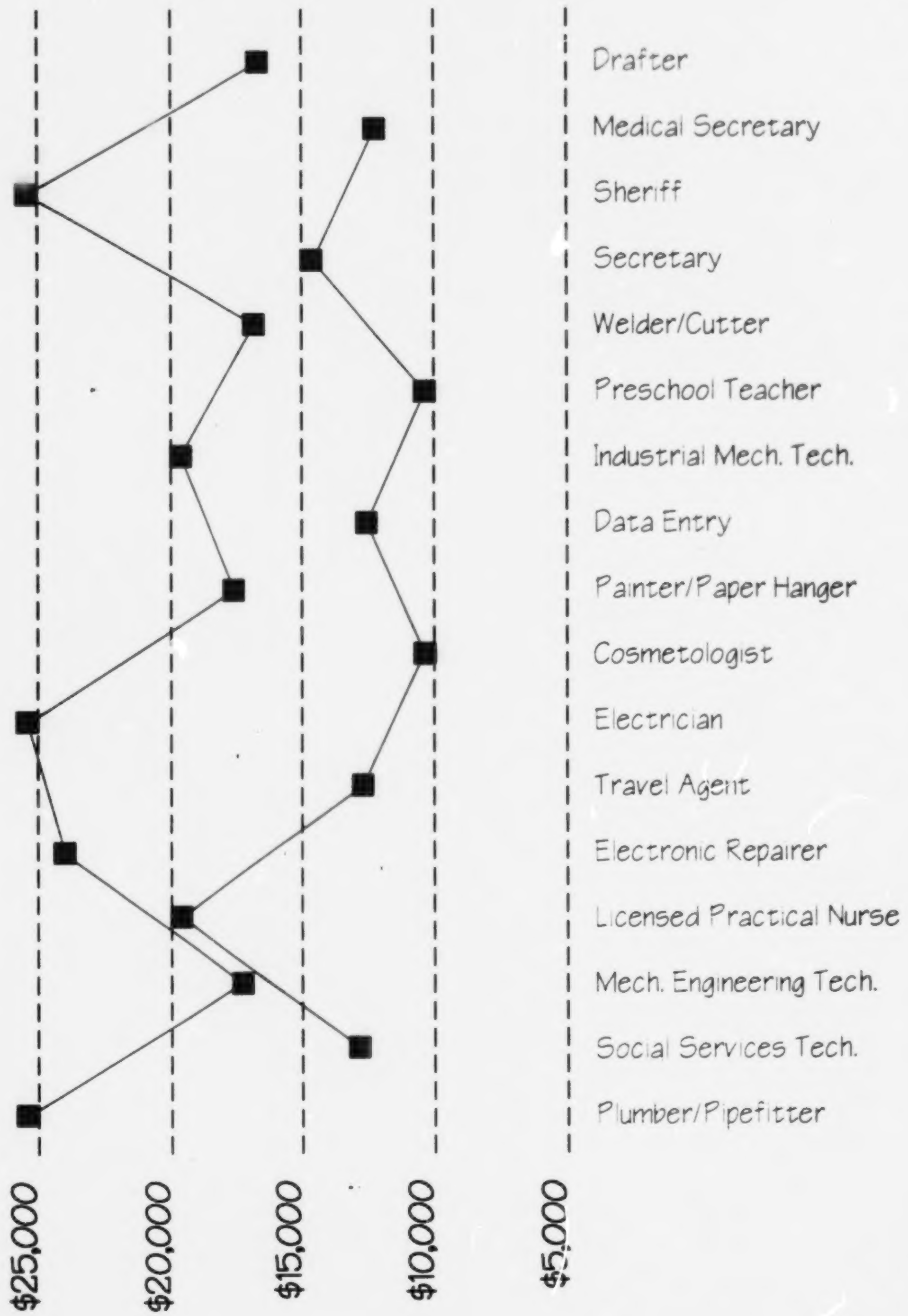
8. "Do you sew at all?" If so, did you know that following a sewing pattern requires the same skills as reading a blueprint for building a house or a schematic drawing for repairing a copy machine?

When presenting nontraditional job options to young women, make the following key points:

- Describe potential jobs in detail, indicating the entry-level wages and career advancement opportunities, and describe the training necessary to obtain these jobs, the length of training, the cost (if any), supportive services available, and entry-level training requirements.
- Explain the apprenticeship system. Most Americans, but women in particular, are unfamiliar with this method of training.
- Offer to put the student in touch with role models working in nontraditional jobs who can give her more detailed information about different kinds of work.
- Discuss both the benefits of and barriers to women working in nontraditional jobs. Let the student decide what is best for her.
- Assist the student in overcoming her math fears, if necessary. Many young women are afraid of doing math, but once they start doing it again, they come to enjoy it.

Dollars & Sense

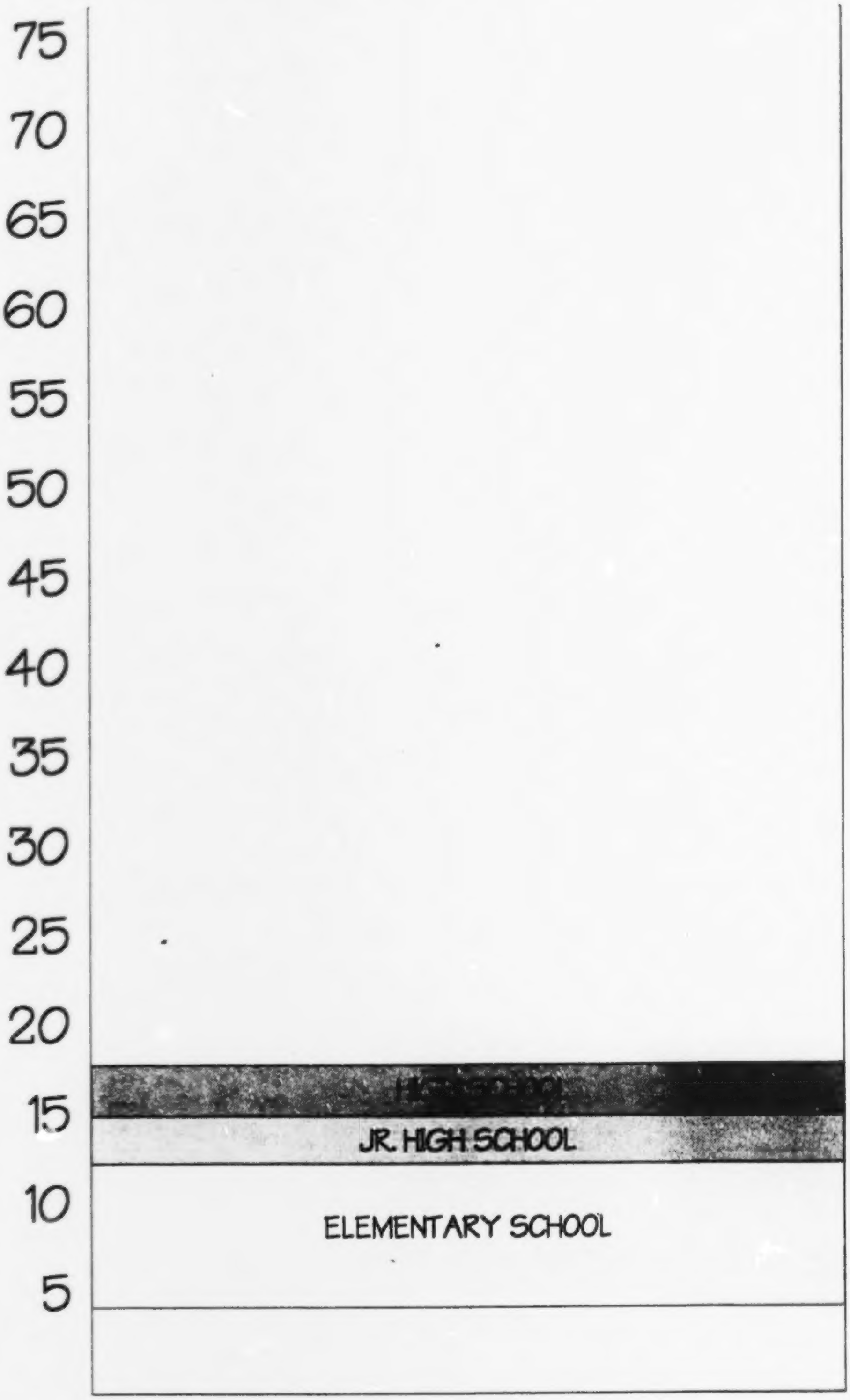
In the Applied Technologies, nontraditional careers for women may pay substantially more than traditional careers.



Life Plan

THINK
ABOUT
THIS!

This graph represents an average lifespan—about 78 years. Average retirement age is 65. We've already filled it in for a high school graduate. That leaves you about 40 years to play around with. How will you spend that time?



Module 11

Sexual Harassment

Sexual harassment has been around as long as boys and girls have been in school together. It is against the law. It is illegal in the workplace under the federal Civil Rights Act and in schools under the Civil Rights Act, Title IX. Parents are becoming less disposed to accept harassment as a normal part of growing up. Students who have been sexually harassed at school are bringing cases against their school districts, and they're winning. Educators and students need to be aware of behavior that would be considered sexual harassment and work together to keep schools safe for learning.

- Sexual Harassment Definitions 11-2
- Bias/Harassment Connection 11-3
- Harassment Awareness Quiz 11-4
- Flirting or Harassing? 11-5
- It Begins With Peer Harassment 11-6
- Why Schools Must Be Concerned 11-7
- Court Cases 11-8
- Sexual Harassment Prevention 11-9
- Overhead and Handout Section

Sexual Harassment Definitions

SEXUAL HARASSMENT

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

QUID PRO QUO

Obvious and shameful: A teacher or someone of power tells a student, "You do this sexual favor for me, and I'll give you an A. If not, I'll fail you." Literally translated, it means "this for that."

HOSTILE WORKING ENVIRONMENT

The atmosphere in school (or the workplace) is so uncomfortable that fair treatment of the sexes is impossible.

A: **Level One: Generalized Harassment**

1. Includes intentional behavior directed at an entire group which is based on demeaning or derisive stereotypes and is so pervasive that it creates a hostile school environment.
2. Examples include comments or jokes, physical gestures, and visual displays such as posters, drawings, calendars, etc.

B. **Level Two: Individually Targeted Harassment**

1. Includes intentional, non-criminal behavior targeted at an individual, adversely affecting the educational environment. It can be verbal, visual, or physical.
2. Examples include negative or offensive comments, jokes, suggestions, or gestures directed to an individual's race, ethnicity, national origin, etc.

C. **Level Three: Criminal Harassment**

1. Harassing behavior which violates state or federal criminal statutes.
2. Examples include criminal harassment, criminal assault, sexual assault, criminal mischief, and trespass.

Resource Material

Clarifying the exact nature of sexual harassment has become important to teachers and students alike within recent years. Before going further in this module, therefore, we will review certain legal definitions. These include Quid Pro Quo and Hostile Working Environment.

NOTE to Trainer: Ask participants to share their feelings, concerns, and what they have heard in the past concerning sexual harassment in schools.

Case Study

Use the case study found in the Overhead/Handout Section, p. OH 11-4 as a way to process these definitions. Have participants determine whether or not this is sexual harassment.

Questions for processing case study activity:

1. Would this be different if the roles were reversed?
2. What else do you want to know about this case?
3. Why do you think Nathan didn't say anything earlier?
4. Is intent important?

Conclusion: You have just "experienced" what affirmative action people deal with. Cases are individualized; many cases have grey areas. Our socialization encourages misunderstanding.

Additional NOTE to Trainer: We recognize that certain forms of harassment among peers are not of a sexual nature. This will be addressed on page 11-6. This is a good way to introduce the subject at the middle-school/junior-high level.

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Bias/Harassment Connection

Bias (Assumes superiority)

Stereotyping (Labels)

Unfair

These create a space for:

Discrimination (Limits)

Sexual Harassment (Unwanted sexual advances)

Illegal

BOTTOM-LINE of Equity Training:
Sexual harassment is a deterrent to the pursuit of nontraditional careers and study of nontraditional subjects. Many students also indicate that sexual harassment has been the major cause of transfer from courses or majors and in some cases, withdrawal from school. Such cases constitute a denial of equal education and the presence of a hostile environment.

Resource Material

Comments that assume superiority and label other students are unfair and hurtful. Such comments are often putdowns that create a space for discrimination and sexual harassment—both are illegal.

Sexual harassment in schools is not new or about to go away if we fail to address the issue. A 1992 study conducted by American Association of University Women (AAUW) found that 81 percent of all students had experienced some form of sexual harassment. Harassment is all too often dismissed as "typical adolescent behavior" and misconstrued as a normal rite of passage: as awkward "getting to know you" behavior, and explained simply as "boys will be boys." It is often trivialized, condoned, or described as "flirting" or "initiation rites."

Data shows that sexual harassment has an adverse effect on teaching and learning, leaving the harassed with feelings of embarrassment, fear of retaliation, anger, powerlessness, loss of self-confidence, and cynicism about education and teachers. Students also report physical symptoms including insomnia and listlessness, reduced ability to perform schoolwork, and excessive absenteeism or tardiness.

More subtle encounters leave students with less tangible reactions. Many report feeling betrayed, discredited, or compromised by peers and unsupported by school staff. They feel less trusting of people in general and less enthusiastic about pursuing their education.

In contrast is reverse harassment, wherein students threaten the accusation of harassment to force teachers to behave in a certain way. An accusation is tantamount to guilt in some cases.

Questions:

1. What behaviors have students exhibited that could be considered harassment?
2. What makes this frustrating for educators?
3. What is your school policy?

Harassment Awareness Quiz

Read each statement. Circle "T" if you think the statement is generally true. Cricle "F" if you think the statement is generally false.

T F 1. Sexual harassment is a problem in the schools.

T F 2. Men/boys can be victims of sexual harassment.

T F 3. If a woman/girl dresses or behaves in a sexy way, she is asking to be sexually harassed.

T F 4. Sexual harassment can occur between people of the same sex.

T F 5. Saying "NO" is usually enough to stop sexual harassment.

T F 6. If sexual harassment occurs in the school between students, it is illegal and the school is responsible.

T F 7. Women/girls who work in jobs usually held by men are more likely to be sexually harassed.

T F 8. The only people who can harass women/girls at work/school are those in positions of authority (employers, teachers, administrators).

T F 9. One of the best ways to deal with sexual harassment is to ignore it.

T F 10. Women of color are sexually harassed more often than white women.

T F 11. Most victims of sexual harassment report it to their employer or school principal.

T F 12. If he didn't like the sexual attention, but she meant it only as flirting or joking, then it was not sexual harassment.

(Source: Susan Strauss, Sexual Harassment and Teens, p. 61.)

Resource Material

ANSWERS:

1. TRUE. In one study, 50 percent of teenage girls reported that they had been sexually harassed at school. (Currently there is no data available about boys.)

2. TRUE. About 15-30 percent of men say that they have been sexually harassed in the workplace.

3. FALSE. This is blaming the victim. Dressing or behaving in a sexually provocative way doesn't cause sexual harassment. The problem is that society teaches girls that winning the approval of boys is all-important, and the best way to do it is by looking sexy; boys are taught that being sexually aggressive is "macho."

4. TRUE. This is more common among males than among females. Male-to-male sexual harassment accounts for 20 percent of all male complaints.

5. FALSE. Most sexual harassment is motivated by power. It is very difficult for a victim to say "no" to a teacher, coach, or even a popular peer.

6. TRUE. Sexual harassment is illegal according to Title IX, whether it occurs between a teacher and a student or between two students during school activities.

7. TRUE. Women in nontraditional jobs tend to be victims of sexual harassment more often than women in traditional jobs.

8. FALSE. Customers, co-workers, classmates, and friends can also be harassers.

9. FALSE. Sexual harassment escalates when it is ignored.

10. TRUE. Women of color tend to be victimized in many ways. Various cultural myths perpetuate the idea that women of color enjoy constant sexual attention.

11. FALSE. It is estimated that less than 5 percent of sexual harassment incidents in the workplace are reported.

12. FALSE. If a person perceives sexual attention as sexual harassment, then it is sexual harassment. The law is concerned with the impact of the behavior, not the intent behind it. Sometimes the intent is genuinely innocent, and a behavior is misunderstood as harassment. In most of the cases, the behavior stops when the victim explains how he or she feels about it.

Flirting or Harassing?

Brainstorming Rules

1. Everyone comes up with as many ideas as possible.
2. All ideas are acceptable during brainstorming.
3. It's okay to piggyback on other people's ideas.
4. Nobody judges or criticizes anybody else's ideas.

Group A

Sexual harassment makes the receiver feel:

Sexual harassment results in:

Sexual harassment is perceived as:

Sexual harassment is:

Group B

Flirting makes the receiver feel:

Flirting results in:

Flirting is perceived as:

Flirting is:

Source: Sexual Harassment and Teens by Susan Strauss, 1992.

Resource Material

NOTE to Trainer: Divide the class into two groups, A and B. Give flip chart and marker to both groups. Instruct Group A to brainstorm together to list as many sexually harassing behaviors and feelings as possible under each of the categories—feelings, results, perceptions, etc. Instruct Group B to brainstorm a list of behaviors they think of as flirting under the same categories.

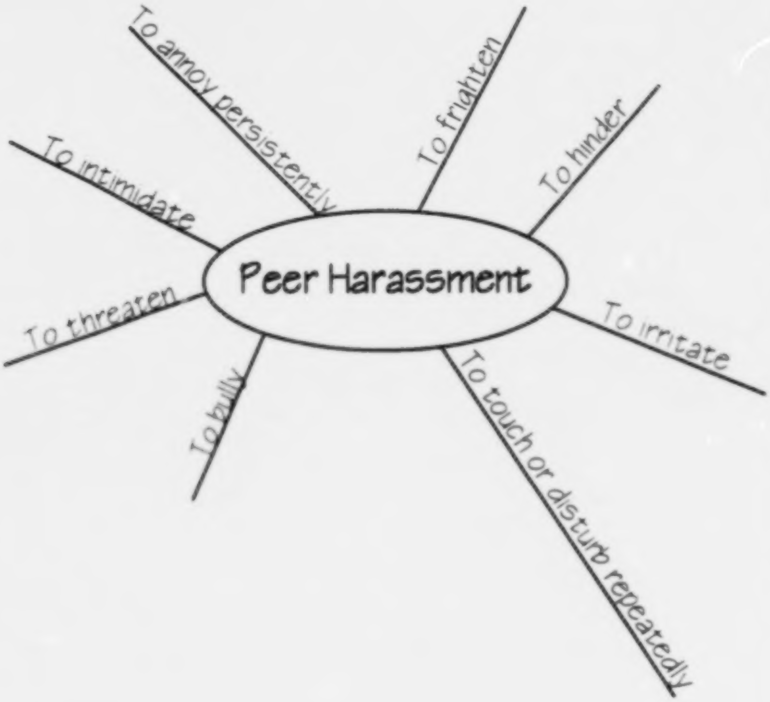
Remind participants of the brainstorming rules. Allow a few minutes to complete the lists. Bring groups back together and have a spokesperson from each group read their list aloud. Post lists on the wall.

Identify the similarities. Clarify the differences. (Flirting feels good to both parties; sexual harassment doesn't feel good to the person being harassed.)

Sexual harassment is always "in the eye of the beholder." The "intention" of the remark or action may be harmless or flirtatious. The deciding factor is the FEELING a particular phrase, gesture, or behavior evokes in the individual on the receiving end. The law protects the victim, and in this case, it is the victim's perception that counts.

(A handout that could be used with this activity is found on page OH 1-8.)

It Begins With Peer Harassment



Vipers	We Value Differences
Have	We Hear People Out
A	We Act Respectfully
Bad	We Believe in Fairness
Sting	We STOP harassment

Resource Material

Harassment is all too often dismissed as "typical adolescent behavior"—teasing or just playing around—and misconstrued as a normal rite of passage; as awkward "getting to know you" behavior; and as "boys will be boys" and "girls will be girls." It is often trivialized, condoned, or described as "flirting."

Examples of words and phrases that are hurtful or demeaning: putdowns, slurs, cuts, teasing, slams, name-calling, and anti-self-esteem humor. These make the school an unsafe, hostile, intimidating, and discriminatory place.

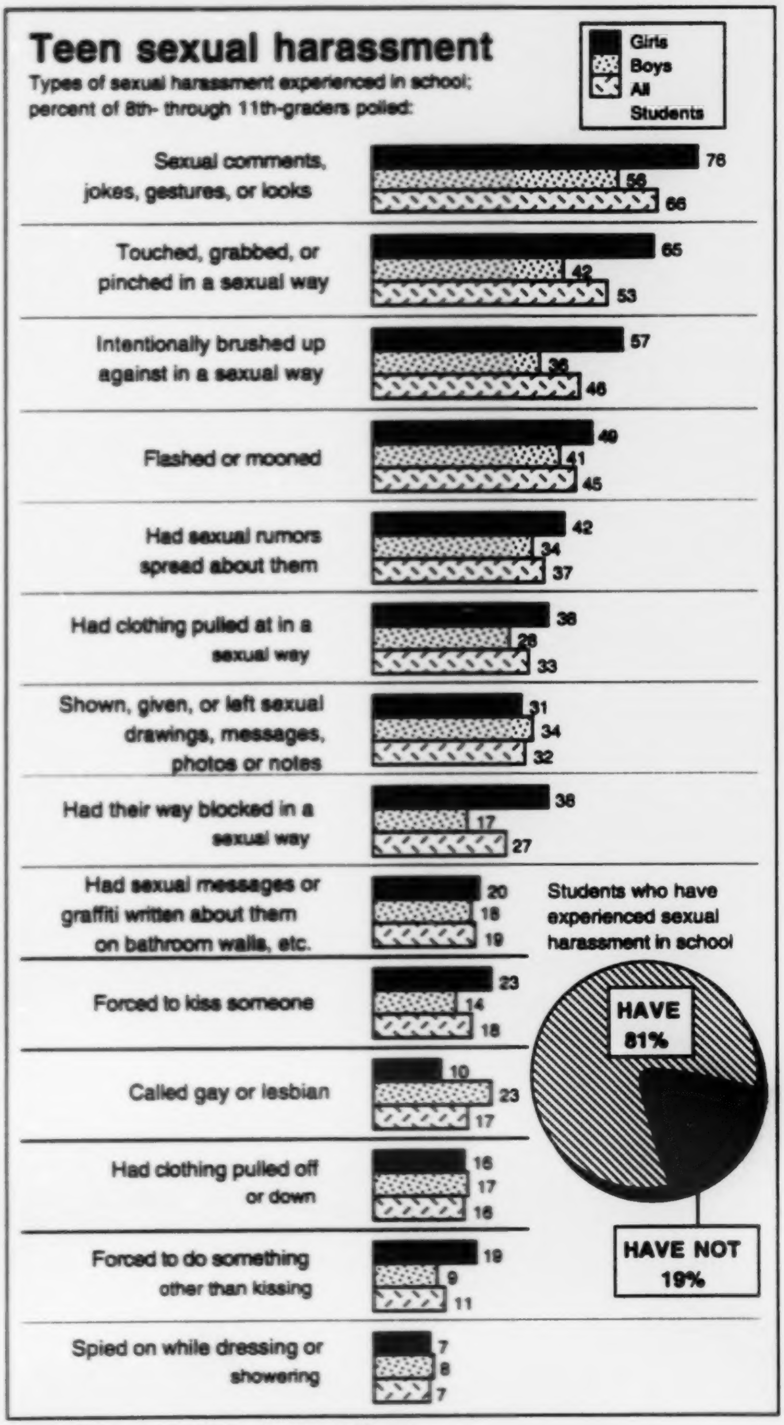
Questions:

- 1. What do these types of comments mean?
  2. Why are these demeaning, disrespectful, and hurtful?
  3. Why do we do this?
  4. How does it make us feel?

Consequences: Students are developing attitudes and communication styles that will affect interactions in their future family life and employment. People who do not know how to be respectful of others don't get jobs or are fired.

The phrase, "Vipers Have A Bad Sting" is a way to remember the key words in the phrases to the right: value differences, hear people out, act respectfully, believe in fairness, and stop harassment.

Why Schools Must Be Concerned



Source: American Association of University Women

Resource Material

Sexual Harassment is not about attraction; it is about power. More specifically, it is about the abuse and misuse of power. Learning about sexual harassment takes time and energy. Learning about it is the easy part. Changing behaviors is more difficult, and changing attitudes is harder still.

Question: Why does sexual harassment not only exist, but actually seem to flourish?

Social norms tend to encourage sexual harassment. Our society pushes adults and teens to be sexual. Sex is used to sell everything from cars to toothpaste. Advertising exploits women by dressing them provocatively and photographing them in suggestive poses. Movies and TV programs often portray women as sex objects, and graphically connect themes of sex and violence.

It is important to note that "touched, grabbed, and pinched" were listed as sexual harassment. When sexual harassment involves unwanted touching, it crosses over into sexual assault. Sexual assault is a crime. Students are filing lawsuits against schools for not stopping harassing behaviors and are winning. (Source: Adapted from Sexual Harassment and Teens by Susan Strauss.)

NOTE to Trainer: Have participants break into small groups and practice roleplaying as if they were presenting this information to a group of students. Insist that they try a variety of presentation methods in order to draw some conclusions about the best way to present this information and reduce the tendency for students to minimize the effects of harassment. (Sometimes when students face uncomfortable information, they treat it lightly rather than discuss it maturely.) Share the role playing experiences with the group.

Suggested student activity: Before presenting this information in your classroom, have students conduct this poll and tally the results for your school environment (see p. OH 11-11).

Court Cases

- The U.S. Supreme Court rules unanimously in Franklin vs. Gwinnett County Public Schools that a school can be forced to pay damages to a victim of sexual harassment—in this case a high school student who claimed that her teacher forced sex on her. By this ruling, the Court extended the hostile environment principle from the workplace to schools and other areas where children can make life miserable for their classmates.

- April 1993, federal officials found that the Eden Prairie school district violated the law by failing to stop the sexual harassment of Cheltzie Hentz and seven other girls.

- In 1992 a Petaluma, California eighth grader, who had to run a daily gauntlet of boys who "mooed" as she approached, sued the district for emotional distress and collected $20,000 in an out-of-court settlement.

- In a similar case in Minnesota, two middle-school girls sued after being sexually harassed by their male peers and received out-of-court settlements of $15,000 and $40,000.

- Katherine Lyle of Duluth, Minnesota was awarded $15,000 after her high school failed to remove graffiti about her from the boys' bathroom, despite repeated requests.

Resource Material

How did Eden Prairie get into this jam? Part of it was timing. Although harassing behavior like skirt-flipping, catcalls, bra-snapping, mooing, pinching, and the hurling of sexual epithets has been going on for years, only recently has tolerance of such behavior grown thin. The refusal by an increasing number of parents and students to put up with sexual harassment may have been spurred in part by recent studies showing that this kind of behavior between students is both pervasive and harmful.

Another reason Eden Prairie found itself in violation of federal law was that, although it had policies and procedures prohibiting sexual harassment, including harassment between students, it was apparent that school staffs neither understood nor applied them.

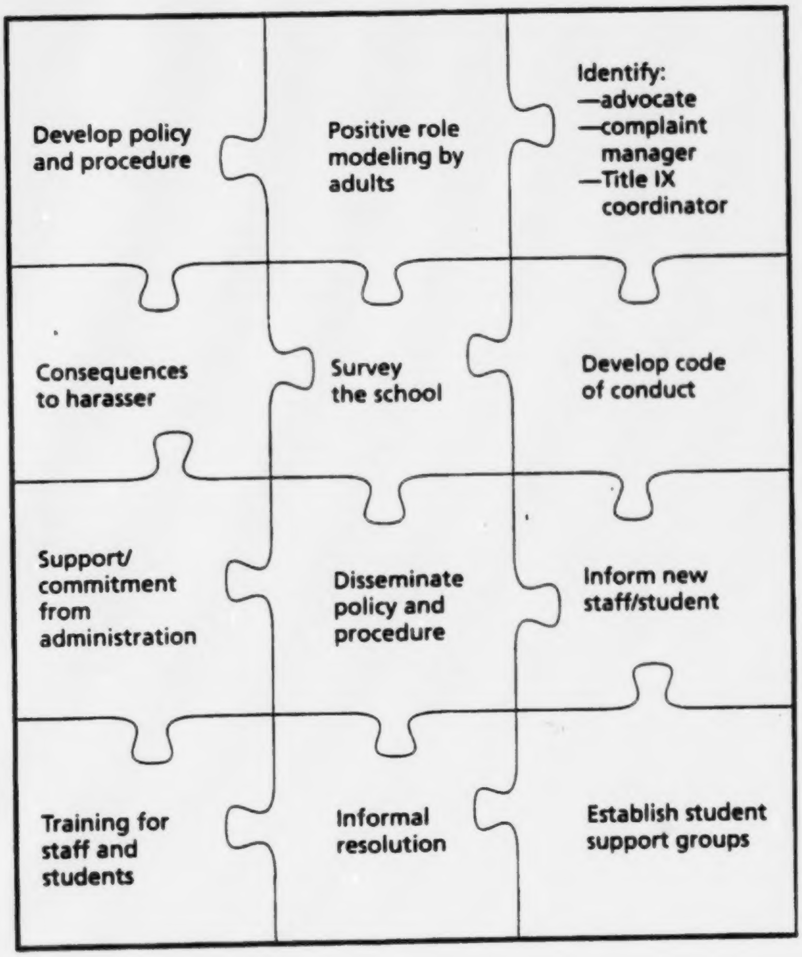
Most glaring was the district's failure to recognize incidents of possible sexual harassment. School personnel treated complaints, including lewd jokes about male anatomy, boys tormenting girls on a bus with big rubber knives, aggressive physical contact—including the grabbing of a girl's crotch—and the repeated use of obscene or foul language and sexual slurs as "inappropriate" acts rather than sexual harassment.

The fact that neither the boys nor the girls were sufficiently mature to realize all of the meanings and nuances of the language that was used does not negate a finding that sexual harassment occurred. In this case, there is no question that even the youngest girls understood that the language and conduct being used were expressions of hostility toward them on the basis of their sex.

(Source "Sexual Harassment by Children: Lessons from Eden Prairie," by Abby Brown, Here's How Newsletter, October 1993, Vol. 12, No. 2.)

Sexual Harassment Prevention

Put the pieces together to help solve the puzzle of sexual harassment to teens in schools



Develop policy and procedure

Positive role modeling by adults

Identify:
—advocate
—complaint manager
—Title IX coordinator

Consequences to harasser

Survey the school

Develop code of conduct

Support/ commitment from administration

Disseminate policy and procedure

Inform new staff/student

Training for staff and students

Informal resolution

Establish student support groups

Resource Material

Following are some prevention strategies:

1. Train all staff in sexual harassment/violence and gender bias awareness, and prevention.
2. Take all complaints serously and consider the victim's perspective.
3. Schedule speakers and offer classes in: prevention, sex role stereotypes, the role of the media in promoting violence and sex role stereotypes, healthy relationships, sexism in our culture and our language, conflict resolution, communication, etc.
4. Involve parents and the community in your efforts to change attitudes and behaviors by forming a committee to keep the sexual harassment policy current, discussing the issue at parent-teacher conferences, and sending information home to parents about the sexual harassment policy.
5. Encourage school groups to sponsor various activities that increase sexual harassment/violence awareness. Examples: poster contests, writing contests, plays, presentations.
6. Include the essentials of the sexual harassment policy in the student handbook, written in age-appropriate language.
7. Survey students and staff to learn the specifics about sexual harassment in your school.
8. Encourage students to speak up if they are victimized by sexual harassment, or if they know of other students who are victimized.

NOTE to Trainer: Several activities are possible with this information.

1. Enlarge the puzzle and have participants each take a piece and talk about prevention as they put the puzzle together.
2. Provide copies of the school's sexual harassment policy and discuss.
3. Have students make posters that would promote compliments or discourage harassment.

SEXUAL HARASSMENT

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

QUID PRO QUO

Obvious and shameful: A teacher or someone of power tells a student, "You do this sexual favor for me, and I'll give you an A. If not, I'll fail you." Literally translated, it means "this for that."

HOSTILE ENVIRONMENT

The atmosphere in school (or the workplace) is so uncomfortable that fair treatment of the sexes is impossible.

Level One: Generalized Harassment

Level Two: Individually Targeted Harassment

Level Three: Criminal Harassment

You Mean He Didn't Like That?

Janet wasn't conceited, but she knew that most men she had been around in her 35 years found her very attractive. Since her divorce last year, she had considered dating other men. One fellow in particular, Nathan, caught her eye. Although Janet was a tenured professor in the Criminal Justice Department and Nathan was a line staff in the Crime Lab, Janet had no direct or indirect supervisory responsibility over Nathan. Janet also found from Nathan's personnel records that he was unmarried. She figured, therefore, that there would be no problem with her dating Nathan, assuming he was interested in her.

Eventually, Janet tried to test the water with Nathan. Several times a day she would find a reason to go over to the lab. She would say, "Hi," to Nathan and sometimes talk for a bit. Nathan was always cordial, but maintained a polite distance.

Janet learned that Nathan worked out at the gym after work or during lunch, and she started doing the same. Bedecked in Spandex, Janet tried to get there at times she thought Nathan might be there. The first time she found Nathan at the gym, she went over to him while he was working out. Nathan appeared surprised and awkward at first, but he composed himself and was pleasant, as usual. One day, Janet insisted that Nathan demonstrate how to use some free weights. She did this by coming up behind him and reaching around his shoulders while pressing her torso against his back. At the same time, Janet whispered to Nathan how impressed she was with his strength and physique. Nathan seemed particularly embarrassed at that, but his bashfulness made him all the more appealing to Janet. After that, Janet had more trouble finding Nathan at the athletic club.

Finally, Janet decided to take the plunge. She came up beside Nathan at work one day and slipped her arm under his and drew him toward her. Hoping to impress Nathan, Janet told him that she had applied for the department chair position that was open. She mentioned that, as his prospective supervisor, she looked forward to seeing more of Nathan in the future. She told Nathan she would be taking a personal interest in his career so she ought to get to know him better. She acknowledged directly that she had found Nathan attractive for a while and asked if he would like to go out with her sometime. Nathan turned dark red and mumbled that Janet was very kind to ask, but he lived with someone who probably wouldn't like his going out with anyone else.

Connection Between Bias & Harassment

Bias

(Assumes superiority)

Stereotyping

(Labels)

Unfair

These create a space for:

Discrimination

(Limits)

Sexual Harassment

(Unwanted sexual advances)

Illegal

Harassment Awareness Quiz

Read each statement. Circle "T" if you think the statement is generally true. Cricle "F" if you think the statement is generally false.

T F 1. Sexual harassment is a problem in the schools.

T F 2. Men/boys can be victims of sexual harassment.

T F 3. If a woman/girl dresses or behaves in a sexy way, she is asking to be sexually harassed.

T F 4. Sexual harassment can occur between people of the same sex.

T F 5. Saying "NO" is usually enough to stop sexual harassment.

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T F 8. The only people who can harass women/girls at work/school are those in positions of authority (employers, teachers, administrators).

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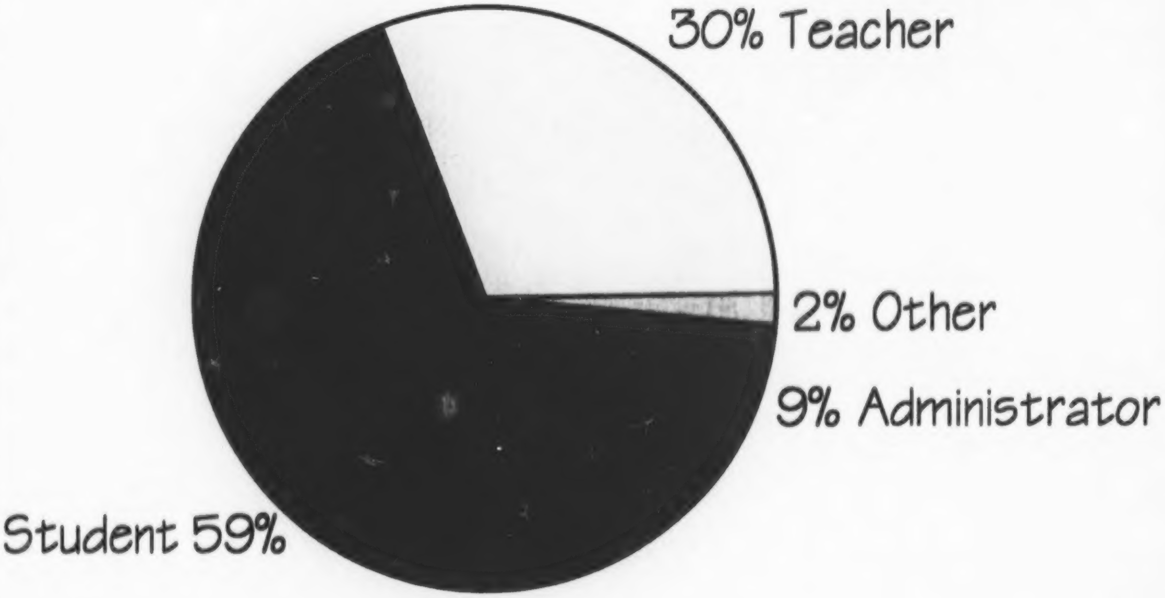
T F 10. Women of color are sexually harassed more often than white women.

T F 11. Most victims of sexual harassment report it to their employer or school principal.

T F 12. If he didn't like the sexual attention, but she meant it only as flirting or joking, then it was not sexual harassment.

(Source: Susan Strauss, Sexual Harassment and Teens, 1992, p. 61.)

WHO DID THE HARASSING?



Source: NASSP Bulletin, "Sexual Harassment and Teens," 1992.

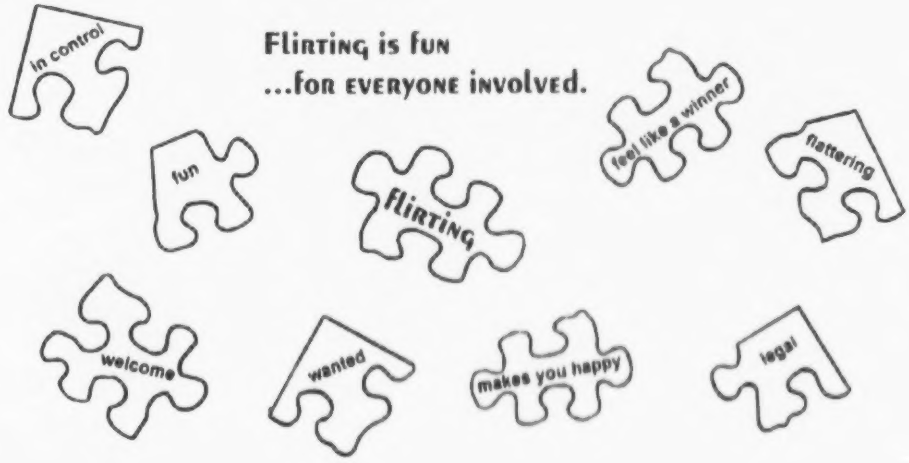
So now when you flirt with someone ...it's called sexual harassment?

Wrong!

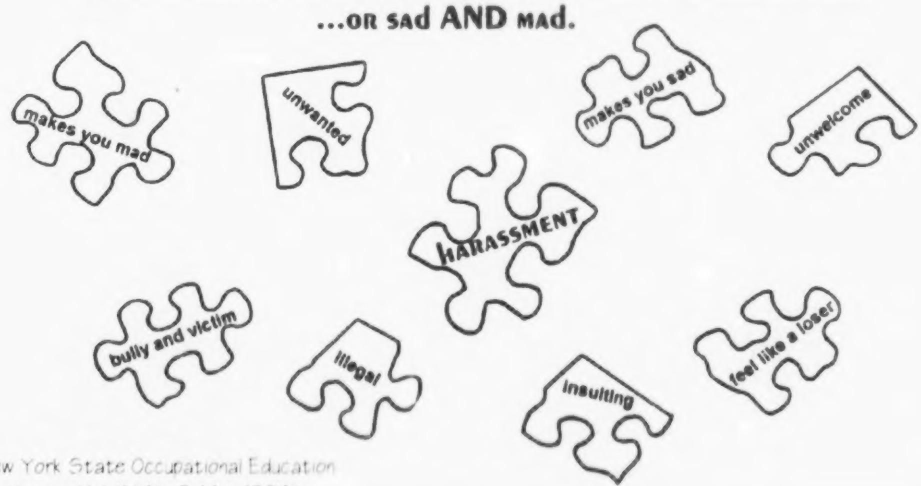
Flirting and sexual harassment are very different.

You may be puzzled about explaining the difference in words
...but you probably know that:

Flirting is fun
...for everyone involved.



Sexual harassment makes at least one person feel sad or mad
...or sad AND mad.



(Source: Voice, New York State Occupational Education Equity Center Newsletter, Vol. XV, No. 2, May 1994.)

It Begins With Peer Harassment

Peer Harassment

- To intimidate
- To annoy persistently
- To frighten
- To hinder
- To irritate
- To touch or disturb repeatedly
- To bully
- To threaten

Vipers	We **V**alue Differences
Have	We **H**ear People Out
A	We **A**ct Respectfully
Bad	We **B**elieve in Fairness
Sting	We **S**TOP harassment

Examples of Sexually Harassing Behaviors

(Reported in U.S. high schools)

- Touching
- Verbal comments
- Name-calling
- Spreading sexual rumors
- Leers and stares
- Sexual or "dirty" jokes
- Cartoons, pictures, and pornography
- Using the computer to leave sexual messages
- Gestures with the hands and body
- Pressure for sexual activity
- Cornering, blocking, standing too close
- Conversations that are too personal
- "Rating" an individual
- Obscene T-shirts, hats, pins
- Showing R-rated movies during class
- Sexual assault and attempted sexual assault
- Massaging the neck, massaging the shoulders
- Touching oneself sexually in front of others
- Graffiti
- Making kissing sounds or licking the lips suggestively
- Howling, catcalls, whistles
- Repeatedly asking someone out when he or she isn't interested
- Pulling down someone's pants
- Facial expressions (winking, kissing, etc.)
- Lists of students' names with derogatory sexual comments written about them by other students
- "Making out" in the hallway

MECCA Overhead/Handout

Poll of Sexually Harassing Behaviors

Use this list to poll your classroom or a random group of students during lunch to identify the number of people experiencing these harassing behaviors. After you've compiled the numbers, compute the percentages for your class or school group.

	Number	Percent
• Sexual comments, jokes, gestures, or looks.		
• Touched, grabbed, or pinched in a sexual way.		
• Intentionally bushed up against in a sexual way.		
• Flashed or mooned.		
• Had sexual rumors spread about them.		
• Had clothing pulled at in a sexual way.		
• Shown, given, or left sexual drawings, messages, photos, or notes.		
• Had their way blocked in a sexual way.		
• Forced to kiss someone.		
• Called gay or lesbian.		
• Had clothing pulled off or down.		
• Forced to do something other than kissing.		
• Spied on while dressing or showering.		

Module 12

Partnership - Working Together

Rows of desks with students working alone and on-task prepared young people for assembly production after the turn of the century. One teacher recently commented, "I find in my school that the men and women often have problems working together or simply avoid it." In order to prepare students for the workplace of their future, educators want to model partnership skills and encourage cooperation among students. No longer are men and women able to do tasks separately. Because of the changes in society, they must learn to work together.

- Barriers to Working Together 12-2
- Defining Ourselves as "Opposites" 12-4
- "Diversity Backlash" 12-6
- Building Teams - (with quotes) 12-7
- Win as Much as You Can Game 12-8
- Building Bridges 12-9
- Resources 12-11
- MECCA Evaluation 12-12
- Course Evaluation 12-13
- Overhead and Handout Section

Barriers to Working Together

Partnership, a skill we want to teach our students, means working together in a relaxed, professional manner with the other sex. Three barriers to working together have been identified by Amanda Smith, a national equity specialist from North Carolina: sexual identity, division of labor, and sexual innuendo.

Sexual identity is a barrier when it implies that we have to prove womanhood and manhood. Teens often use peer pressure and this type of language to get their friends to do things: "Prove you're a woman; sleep with me." "If you were a real man, you wouldn't be scared to try this drug." Young people do not have to prove manhood or womanhood. It's a gift given to them when they were born. A baby girl grows up to become a woman; a baby boy becomes a man. It is not anything that needs to be proved.

Adulthood, on the other hand, does need to be proved. Our society has rules, testing, and licensing associated with proving adulthood. To become a driving adult, you have to be a certain age, take written and driving tests, and receive a license. You have to register to become a voting adult. To become a married adult requires a blood test and license.

Division of Labor is the term used when referring to men's employment in the workplace and women's work in the home. When "work" is divided this way, it's easy to think "our" work is more important. If we think we're the only one doing "everything," we begin to work against each other. It sets up artificial duties and privileges that may not fit real life. We live in a society that requires women to have work skills and men to have parenting skills. In addition, the way we have portrayed idealized roles for men and women may not be healthy. In reality, the happiest women and men have relationship experiences and meaningful work experiences. We want to teach children both sets of skills—home skills and work skills. We can provide images of shared expanded roles, suggest volunteering for chores traditionally considered the other gender's responsibility, and give privilege and courtesy to all. (Source: Amanda Smith, Gender Equity Seminar at Utah Valley Community College, March 1991.)

Resource Material

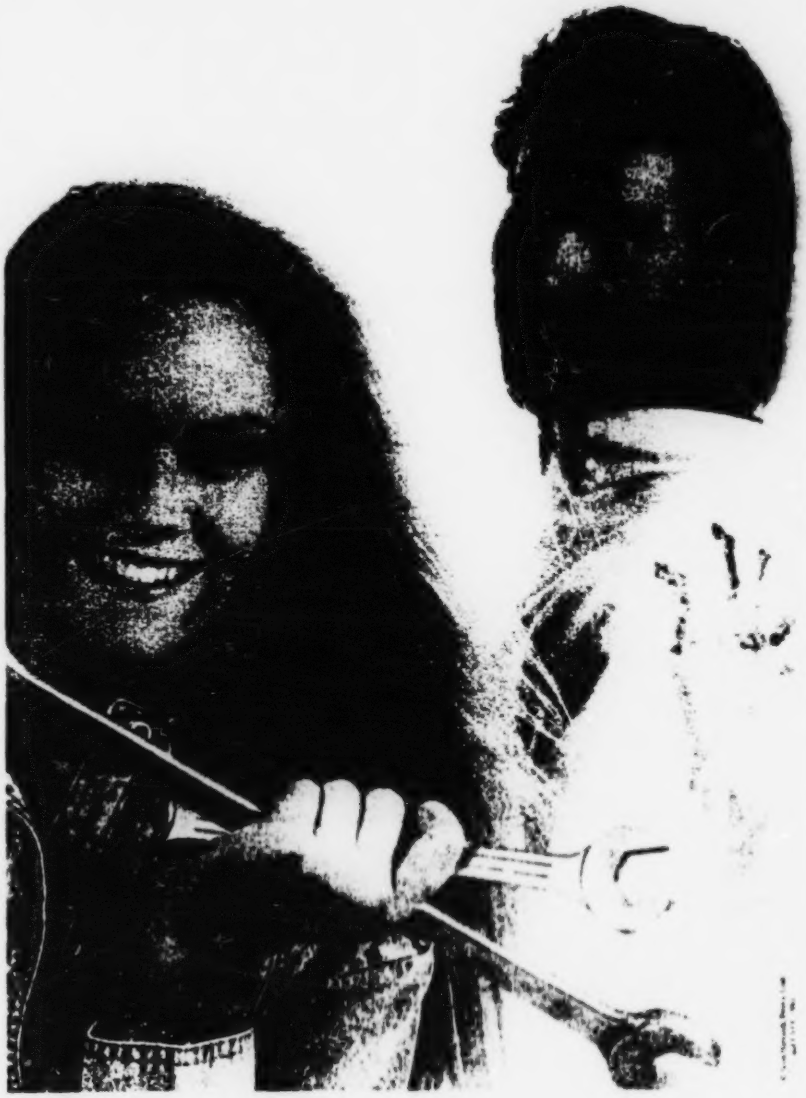
The goal of partnership is to teach our students to work together in a relaxed, professional manner with members of the other sex. This has potentially long-term effects; relatively few people lose their jobs because they are unable to work. In 90 percent of all dismissal cases, people skills surface as the number one cause of termination. We will identify three barriers to working together in relationships. (Participants may think of others they want to share.)

An overhead that lists five barriers discussed in this module is found on page OH 12-1.

Cartooning Activity

Cartooning and other kinds of visuals, such as posters, are fun ways to make a point with few words. Divide participants into 3-4 groups and assign each group a topic, such as sexual identity, division of labor, sexual innuendo, or others they may have thought of as barriers. Have them write a cartoon strip or a word cartoon to illustrate the barrier in a humorous, sad, or serious way. Use these assignments to process ideas to help overcome all kinds of barriers.

Recruitment Overhead



Sexual innuendo suggests that the only relationship one can have with a person of the other sex is a sexual one. Advertising, for example, promotes this kind of relationship. Consider a poster used to encourage women to explore careers in trade and technology areas. When asked about the message, most females only saw the sexual part. One said it looked like the two in the poster had been making out under the car. The antidote for this is to reinforce the variety of non-sexual relationships we have with friends, colleagues, teammates, and partners.

Resource Material

NOTE to Trainer: Use this overhead when explaining about sexual innuendo. Ask participants to identify all of the possible messages students could consciously and unconsciously receive from this picture. Once you have a list, make the point that advertisers use sexual messages to sell almost anything. Ask participants to study the poster a second time to identify the sexual message if it didn't come up at first. These attitudes suggesting how we are to interact with each other carry over strongly to work situations.

BOTTOM-LINE of Equity Training: Defining ourselves as opposites keeps us from looking for connections and ways we can relate to each other in a relaxed, professional manner. It lets us justify treating each other differently. "Differently" sometimes means "unfairly." As students move into fields of interest that will include opportunity to work in a situation of diversity, they need practice in team-building and cooperation.

Defining Ourselves as Opposites

Defining ourselves as "opposites" leads to the "who's better" approach.

How can we speak of gender without transforming differences into deficiencies? Many people persist in believing that men and women differ in important qualities, in spite of innumerable studies that have failed to pin down these qualities and keep them there. Too often, this thinking leads to the "who's better" approach that goes in circles. Most of those differences, as two psychologists once observed with a tinge of exasperation, are a matter of "now you see them, now you don't."

The reason is that opposition thinking, like all dividing of groups, is by nature artificial, misleading, and oversimplified. For example, too often questions are framed this way: "Is the pattern of traditional male development (going straight up the ladder, marching through life in ten-year stages) better or worse than the pattern of female development (following a path with twists, interruptions, and unpredictable transitions)?" Such questions are unanswerable, because "better" or "worse" depends on what a person values, chooses, and wants from life, and what consequences follow those choices.

And consider this: Young women were once told that they had limited math and spacial ability, and low cognitive ability. The very question of whether women are less able or better than men deflects attention from the fact that men are setting the standard of normalcy.

Resource Material

NOTE to Trainer: These two ideas— defining outselves as opposites, and considering alternative approaches to counting differences (on pages 12-4 and 12-5) are used to identify other barriers to working together.

Have participants underline the salient points in each paragraph. After a few minutes, have them break into two 3-member panels with the panels facing each other. Have one side defend the status quo and the other encourage a look at alternative approaches. Discuss any feelings of opposition this activity produces.

Questions:

1. How did this make you feel?
2. What feelings were created by having to defend something?
3. Defining ourselves as opposites is fairly prevalent. Have you ever considered using the word "other" instead of "opposite?"
4. How does this keep the status quo in ATE (vocational) programs?
5. How does this relate to gender equity and teaching practices?

NOTE to Trainer: Many stereotypical masculine and feminine traits are widely believed to be opposites from one another. For example, women are believed to be very neat, and men are believed to be very sloppy. The use of the term opposite gender rather than other gender reflects the tendency to think in this way. Differences are always a matter of degree because there are so few behaviors that are seen exclusively in one gender.

You may want to use the Androgyny inventory found on page OH 12-2 in conjunction with the information on these pages to illustrate that people portray many human qualities that have been labeled masculine and feminine and, therefore, opposite each other. (Kilmartin, 1994, pp. 18, 28.)

Asking different kinds of questions leads to new approaches.

There are alternatives to the familiar practice of counting differences in personality traits, skills, and mental abilities, while recognizing the profound differences that continue to divide men and women in their daily lives. The first approach looks outward, to a renewed emphasis on the external factors and contexts that perpetuate or reduce differences. The second looks inward, focusing on the ways that women and men perceive, interpret, and respond to events that befall them.

One result of this early divergence between males and females is that a culture gap develops between them; and, our society, which rewards and fosters this gap, assures that it will widen as children reach adulthood. This kind of silent accommodation goes on all the time; we "do" gender unconsciously, adjusting our behavior and our perceptions depending on the gender of the person with whom we are working, playing, or chatting.

The prevalent inclination to regard masculinity and femininity as permanent personality traits has overshadowed the importance of the context in which men and women live. In their everyday lives, men and women often behave in "feminine" ways; but by regarding masculinity and femininity as polar opposites, with one side usually better than the other, we forget that, in practice, most of us "do" both. Most men and women are also flexible about masculinity and femininity not only across situations, but over the course of their lives. (Source: Carol Tavris, 1992, pp. 287-294.)

Diversity Backlash

When President Clinton took office and announced that his Cabinet would look like America, the word "diversity" became a media buzzword for "political correctness" or PC. In actuality, diversity means equal opportunity. We hear a good deal about diversity—scapegoated as PC these days—and with the ever-increasing corporate downsizing, many people are fearful. Thus, the backlash against the legitimate push for inclusion is twisted into something negative and sinister.

Most of us have heard phrases such as, "When will those people be happy? We already have a black person in the department. Everyone knows she only got the job because she's black." Such white backlash disregards a greater truth: the hiring and/or promotion of black Americans is often dismissed without weighing how these new faces inject freshness into a job and how their cultural and racial differences enhance the organization and broaden the understanding among people. Workplace diversity is a principle, it is not social engineering.

While diversity seeks to share the experience of all, political correctness plays into the paranoid belief that a white person did not get a promotion or a certain position because that job was "given" to a minority. Why, when a black American is hired, do people say it is always at the expense of a more "qualified" white person? No matter how talented, how smart, or how many degrees a black person has, the term "qualified" follows like a scarlet letter.

It is disheartening to realize that some six years before the turn of the century, Americans are still fighting the "us vs. them" battles. The global economy is well into the process of realigning world power, influence, and wealth among nations. The United States is losing its position of economic dominance, and, unfortunately, we are experiencing the early effects of global shifts. We are also in a period of finger-pointing and placing blame. We are busy searching for someone or something to blame for present social ills; i.e., let's blame Congress, women, gays, blacks, Latinos, welfare mothers, and President Clinton. This strategy keeps stirring the pot of "us vs. them," which leads to Americans pulling apart instead of together. Diversity backlash is real. It can be subtle or overt. If you listen to the blame game, you know blacks are recipients of and not contributors to America's greatness. Too often, blacks are tokenized at best and demeaned and disrespected at worst. Why is it that blacks still are unemployed at three times the rate of whites and earn only $56 for every $100 whites make? Thus, this myth of inferiority is believed by the majority of white and black Americans.

Diversity in the workplace (which also applied to Latinos, Asians, American Indians, and women) is more than just a goal to make the workplace look more like America. It is about finding qualified people from all groups of the American population who have been overlooked in the past.

Resource Material

Backlash is yet another barrier to partnership. It is the product of fear and is used to maintain the status quo in an increasingly changing world. Utah and the world are no longer what they were 10 or 20 years ago primarily because of the diversity of voices we now hear and recognize. Diversity makes the journey less harsh by negotiating the mine fields of bigotry and racism. It is time for us to move forward, not backward.

Bumper Sticker Activity

NOTE to Trainer: Have participants underline the statement in this article that has the greatest impact. Encourage participants to read with the idea in mind that they will create a bumper sticker or slogan that portrays the positive elements of diversity. Give them about 10 minutes to complete their writing after reading the article.

(Adapted from an article by Shinika Sykes written for the Salt Lake Tribune, October 9, 1994.)

Building Teams

"We need every human gift and cannot afford to neglect any gift because of artificial barriers of sex or race or class or national origin." (Margaret Mead)

"Sexuality is the great field of battle between biology and society." (Nancy Friday)

"If particular care and attention is not paid the Ladies, we are determined to form a rebellion, and will not hold ourselves bound by any laws in which we have no voice, or representation." (Abigail Adams)

"The great enemy of truth is very often not the lie—deliberate, contrived, and dishonest—but the myth—persistent, persuasive, and unrealistic. We subject all facts to a prefabricated set of interpretations. We enjoy the comfort of opinion without the discomfort of thought." (John F. Kennedy)

"The illiterate of the future are not those who can't read or write, but those who cannot learn, unlearn, and relearn." (Alvin Toffler)

"We don't see things as they are, we see things as we are." (Anais Nin.)

"We have to be part of change, not deny it, and pay attention to what's going on—the changes in our body and in the outside world. Men and women who deny their age are not open to change." (Betty Friedan)

"When I am judgmental of others, I am usually holding myself up to some expectations that are not appropriate for me."

"By working faithfully eight hours a day, you may eventually get to be a boss and work twelve hours a day." (Robert Frost)

"There is no one so good who, submitting all thoughts and actions to the laws, would not deserve hanging ten times in life." (Montaigne)

Resource Material

Having students find partners or put themselves into groups can be time consuming and frustrating for both the teacher and the student. It often helps to have a planned method for grouping students, which either leads into the activity or lends more time to the group exercise. The planned approach is to help students to mingle with one another, and expand their circle of friends and study partners.

Finding Partners

Half the quotation is on one page in the Overhead/Handout Section p. OH 12-3 and the other half is on p. OH 12-4. Copy one half on green paper and the other on white paper. Pass out one card per participant, making sure complete quotations are represented. Participants move around the room trying to find the person with the card which completes their quotation.

Besides giving students an opportunity to work together, this exercise is a good way to introduce and create a philosophical base for a lecture. The movement around the classroom sets the atmosphere for active learning.

Other teachers have devised unique ways for helping students find partners or groups for classroom activities. One teacher meets her students as they come in the door and has them choose a candy from several open bags. When it is time to break into groups, she directs them to meet with each other according to the type of candy they have chosen. For example, all the Tootsie Rolls will meet at the back of the classroom, and all the Jolly Ranchers will meet at the front.

Another teacher has collected different sizes of bolts and nuts. After she passes these out, she has students pair up by finding the bolt that matches their nut, or vice-versa.

Source: Student Success, Newsletter of College Survival, September 1994.

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Win as Much as You Can!

Scoring Procedure

Chips Played	Score
All blue	50 pts each team
3 blue, 1 red	-100 each blue, +300 for red
2 blue, 2 red	-200 each blue, +200 each red
1 blue, 3 red	-300 for blue, +100 each red
All red	-50 each team

Other Rules:

1. Segregated teams don't talk to each other. All communication between groups is done through negotiating players.
2. During negotiation, if a team wants to talk to its representative, they call the rep back to their table.
3. Make a score chart that all can see on the blackboard.

Score Chart

Round	Team 1	Team 2	Team 3	Team 4
1				
2				
n 3				
4				
n 5 2x				
6				
n 7 10x				

Resource Material

The purpose of this game is to help participants understand the principles of cooperation, competition, and trust in resolving conflict.

1. Establish four groups; give each a number one through four, and a red and blue chip (or red and blue pieces of paper).
2. Segregate the groups into 4 corners of the room.
3. Make a 'negotation' table at the center of the room.
4. Tell the groups that there will be 7 rounds in the game.
5. During each round, each group will decide among themselves how they will vote (red or blue) and play their chip so that other groups cannot see.
6. After each group has played their chip, the facilitator identifies how each group voted.
7. Using the scoring chart, the facilitator fills in the chart and awards points according to how the groups voted.
8. Before rounds 3 and 5, each group sends a person to the negotiating table. This is the only time players can talk with players from other groups. After they have finished negotiating, they return to their groups and vote as explained above.
9. After round 7, discuss the following questions:
   - Who won the game, and how?
   - Can there be more than one winner?
   - Why were some trying to cooperate while others were trying to compete?
   - How does this experience relate to real life?
   - Would it have been possible for everyone to win?

Focus on FEELINGS, not justifications, not right/wrong. Facilitator could note comments made during the game and refer to specific instances during the discussion process.

Building Bridges

"We can examine our own experiences, biases, and stereotypes and engage in critical dialogue with others we see as different and begin the process of transforming our institutions to reflect multicultural perspective. This transformation process challenges and rejects racism and other forms of discrimination and accepts the ethnic, racial, linguistic, religious, economic, and gender differences (among others), that students, their communities, and teachers represent." (Source: Katherine Hanson, Director, WEEA Publishing Center, "Restructuring and Gender Equity," NCSEE News, Vol. 92-93, No. 3, April 1994, p. 5.)

One final note: "We can be more flexible and generous with each other and recognize that our qualities, skills, and actions change over the life span. The rules of gender are not frozen at one moment in time. Our favorite life stories may not apply to everyone in the same ways. We have learned that the male model of adult development does not apply to all women, the female model of emotional expressivity does not apply to all men. Likewise, there is no one right way to have (or combine) a marriage, a baby, or career; no one right way to be a parent. There is, in sum, no one right way to be, no single story that fits all. In conclusion, we can resist the temptation to see the world in opposites. . . . As long as the question is framed this way 'What can we do about them, the other, the opposite?' it can never be answered, no matter which sex is being regarded as them. The question, rather, could be this: What shall we do about us, so that our relationships, our work, our children, and our planet will flourish?"

(Source: Carol Tavris, The Mismeasure of Woman, 1992, pp. 330-333.)

Resource Material

At the end of this module, we've come full circle; we're back to the questions asked at the beginning. It's important to ask as we teach if we're contributing to fairness in the classroom, inclusion, and cooperation among students, other faculty, etc.

In a multicultural, gender-fair model, the intersections of race, class, and gender need to be continually examined in all aspects of education:

The curriculum.
The "hidden" curriculum.
Student-teacher interactions.
Policies.
Assessment and testing.
Institutional norms.
Attitudes and expectations of the school staff.

NOTE to Trainer: The information in the left column is about societal "stories." Have participants skim through this information and then work in small groups to discuss the following questions:

1. As we look at our "educational stories," our educational practices, our teaching of students as well as information, what do we leave out?
2. What does it mean to make our stories more flexible? How does that relate to teaching?
3. What keeps us from doing it differently?

Have participants write a short personal response to each question as it relates to their own teaching practices, student interaction, and language assessment. Then share these with the group.

The final pages of this module include resource and evaluation pages.

Utah Resources

available from Regional Gender Equity Centers

Newsletters

Nadine Bunnell, State Vocational Equity Specialist
Utah State Office of Education
Applied Technology Education Services
250 East 500 South, Salt Lake City, UT 84111
(801) 538-7858

Gender Equity Center
Utah Valley State College
800 West 1200 South, Orem, UT
222-8498

Dixie College
225 South 700 East
St. George, UT 84770
673-4811, ext. 239

Salt Lake Community College
P. O. Box 30808, Room CCE
Salt Lake City, UT 84130
957-4537

Weber State University
Ogden, UT 84408
626-6090

Also available through:

ATE Resource Center
Granite School District
3305 South 500 East
Salt Lake City, UT 84106
481-7259

Videos:

"Breaking Out" - nontraditional careers
"Expectations and Realities" - being prepared
"Still Killing Us Softly" - subtle messages of advertising
"Dateline - David & Myra Sadker" - teacher observation
"Women Seen on Television"
"Heart on a Chain" - truth about date violence
"Out of Bounds" - teenage sexual harassment
"Common Miracles" - An ABC documentary on learning

Books:

Failing at Fairness
Career Choices
Getting What You Want in Life . . .
Sexual Harassment for Teens
Career Planning

Inservice materials and handouts
Posters, bookmarks, etc.

National Equity Resources

National Women's History Project
Dept. PR
7738 Bell Road
Windsor, CA 9542
(707) 838-6000

Women's Educational Equity Act Digest
Free Quarterly newsletter, catalog
WEEA Publishing Center
55 Chapel St., Suite 200
Newton, MA 01260
(800) 225-3088

Association for Women in Science Magazine
Association for Women in Science
1522 K St. N.W., Suite 820
Washington, DC. 20005
(800) 886-AWIS

Women in Mathematics Education SummerMath
Mt. Holyoke College
302 Shattuck Hall
South Hadley, MA 01075
(413) 538-2608

How Schools Shortchange Girls
The American Association of University Women
AAUW Sales Office
P. O. Box 251
Annapolis Junction, MD 20701
(800) 225-998, ext 91

Hostile Hallways: The AAUW Survey on Sexual Harassment
Also available from AAUW

Failing at Fairness: How America's Schools Cheat Girls
by Myra and David Sadker
Charles Scribner's Sons

Mid-Continental Regional Education Lab
12500 E. Iliff, #201
Aurora, CO 80014
(303) 337-7661

MECCA Evaluation

As this is a pilot study, it is important that each unit be evaluated individually as well as the complete inservice training. List the title of the modules covered each week. In the space provided, write your assessment of the information given, activities and teaching strategies provided, and your critique of the student activity handouts provided. Use the 1/3 column for any suggestions, resources, and questions you have that you would like addressed/included.

Week 1 - Introduction and ____________________

Week 2 ____________________

Week 3 ____________________

Week 4 ____________________

Week 5 - ____________________ and Evaluation

Course Evaluation Form
Session ________________

Please evaluate this session by circling a number according to the following scale: 1 = very negative 5 = very positive

1. General overall impression	1	2	3	4	5
2. Usefulness of subject matter for me professionally	1	2	3	4	5
3. Usefulness of subject matter for me personally	1	2	3	4	5

4. Did any phrases or ideas impress you particularly? Which? Please explain.

5. Did any phrases or ideas turn you off? Which? Please explain.

6. Are there any topics you feel should be added to the discussion?

7. Please comment on the method of presentation.

8. What was the general manner or overall impression of the presenter?

9. Was there anything you wanted to say but didn't?

MECCA Overhead/Handout

Barriers to Working Together

- Sexual Identity
- Division of Labor
- Sexual Innuendo
- Defining Ourselves as Opposites
- Diversity Backlash

MECCA Overhead/Handout

Androgyny Inventory

Using the following scale, rate each term as it describes you:

Definitely false	Mostly false	Mostly true	Definitely true
1	2	3	4

______1. self-reliant
______2. yielding
______3. defends own beliefs
______4. cheerful
______5. independent
______6. shy
______7. athletic
______8. affectionate
______9. assertive
______10. flatterable
______11. strong personality
______12. loyal
______13. forceful
______14. feminine
______15. analytical
______16. sympathetic
______17. leadership abilities
______18. sensitive to the needs of others
______19. willing to take risks
______20. understanding
______21. makes decisions easily
______22. compassionate
______23. self-sufficient
______24. eager to soothe hurt feelings
______25. dominant
______26. soft-spoken
______27. masculine
______28. warm
______29. willing to take a stand
______30. tender
______31. aggressive
______32. gullible
______33. acts as a leader
______34. childlike
______35. individualistic
______36. do not use harsh language
______37. competitive
______38. loves children
______39. ambitious
______40. gentle

Scoring

Add the points for all the odd numbers. Add the points for all the even numbers. Odd numbers refer to traditional male traits and even numbers refer to traditional female traits. A near equal score of male and female traits suggest an androgynous personality. How did you rate?

We need every human gift and cannot afford to neglect

Sexuality is the great field of

If particular care and attention is not paid the Ladies we are determined to form a

The great enemy of truth is very often not the lie—deliberate, contrived, and dishonest—but the myth—persistent, persuasive, and unrealistic. We subject all facts to

The illiterate of the future are not those who can't

We don't see things as they are,

We have to be part of change, not deny it, and pay attention to

When I am judgmental of others, I am usually

By working faithfully eight hours a day, you may

There is no one so good who, submitting

any gift because of artificial barriers of sex or race or class or national origin. (Margaret Mead)

battle between biology and society. (Nancy Friday)

rebellion, and will not hold ourselves bound by any laws in which we have no voice, or representation. (Abigail Adams)

a prefabricated set of interpretations. We enjoy the comfort of opinion without the discomfort of thought. (John F. Kennedy)

read or write, but those who cannot learn, unlearn, and relearn. (Alvin Toffler)

we see things as we are. (Anais Nin)

what's going on—the changes in our body and in the outside world. Men and women who deny their age are not open to change. (Betty Freidan)

holding myself up to some expectations that are not appropriate for me. (Author Unknown)

eventually get to be a boss and work twelve hours a day. (Robert Frost)

all thoughts and actions to the laws, would not deserve hanging ten times in life. (Montaigne)

Glossary

Ageism:

an attitude, action, or institutional practice of policy which subordinates or oppresses people based upon their age..

Applied technology:

training programs that are certified and usually require less than a 4-year degree.

Apprenticeship/internships:

On-the-job training, usually a year of less..

Backlash:

retaliation, fear, or anger, e.g., against women or minorities and progess those groups have made in receiving fair treatment and opportunities in the workplace.

Bias:

behaviors resulting from the assumption that one gender (or race) is superior to the other.

Career goals:

specifics about what students want to achieve or do within a certain amount of time, usually in the workforce.

Critical Thinking:

The art of thinking about your thinking while your are thinking to make your thinking better—more clear, more accurate, or more defensible.

Culture:

the ways of believing, feeling, and behaving of a group of people; the way of life of people, their values, skills customs, and resulting material cultural.

Cultural Awareness:

consciousness of cultural similarities and differences; awareness of one's own culture and that of others.

Discrimination:

any action which limits or denies a person or group opportunities, privileges, roles, or rewards on the basis on gender (race or handicap).

Disparity:

unequal.

Dual wage earner:

someone who plans for both career and family.

Elitism:

an attitude, action, or institutional practice which subordinates or oppresses people due to their economic class, social position, or lifestyle. A belief of people holding power that they are superior to those without power.

Equality:

all the same in value, number, degree, size, and rank.

Equity:

fairness and equal distibution of encouragement, opportunity, privileges, and rights to everyone.

Ethnicity:

a group of people having common customs, characteristics, culture, language, etc.

Ethnocentrism:

an emotional identification with one's group or nation.

Fragmentation/Isolation:

arbitrary separation of people resulting in marginalization and dimunization..

Gender:

refers to the social, cultural, and psychological aspects—norms, stereotypes, and roles considered typical for females and males.

Handicappism:

an attitude, action, or institutional practice or policy which subordinates people because of a physical or mental disability.

Homophobia:

refers to the strong, irrational fear and intolerance that many people have of homosexuality and homosexual people.

Hostile Working Environment:

The atmosphere (at work, school, etc.) is so uncomfortable that fair treatment of the sexes is impossible.

Humor, sexist:

jokes, stories, cartoons, etc., that are hurtful, subtle or otherwise, that betray our discomfort..

Imbalance:

telling only a portion of the story from the major (i.e. white anglo-saxon protestants) point of view..

Insights into feeling female/male/minority:

feeling incompetent, invisible, stuck in rigid role expectations.

Invisibility:

lack of representation due to fear, ignorance, stereotyping, lack of acceptability, and role models.

Language:

A measurement of where people are at during social change. Comfortable and open to change or rigid and resistive..

Linguistic Bias:

Language assumed to be inclusive that excludes underrepresented or is offensive.

Nontraditional careers:

professional, technical, or skilled jobs in which a very small number of one sex are employed. A career or occupation which is not generally selected by one sex or the other.

Paridigms:

sets of rules we use to set boundaries for ourselves..

Partnership skills:

teaching men and women to work together.

Prejudice:

preconceived attitudes, thoughts, or feelings of dislike, fear, or hostility against an individual or a particular group of people. An opinion for or against something or someone without adequate basis.

Prejudice:

preconceived attitudes, thoughts, or feelings of dislike, fear, or hostility against an individual or a particular group of people.

Quid Pro Quo:

obvious and shameful (in reference to sexual harassment). Literally translated it means "this for that."

Race:

a concept with multiple meanings and thus with limited usefulness in describing groups of people.

1) Biological definition—a concept used by phhsical anthropoologists to differentiate among the various human subgroups based on their physical characteristics.

2) Social definition—a concept used to isolate, separate, and stigmatize groups, which results in differential treatment of people of different skin colors.

Racism:

any attitude or practice which results from thoughts or beliefs that place the members of any race into a category, or ascribes characteristics to any race that are consciously or unconsciously based on culturally induced race-related stereotypes.

Self esteem:

to see ourselves worthwhile, competent, and deserving.

Self-Reliant:

conscious of and feeling in control of personal choices, circumstances, and life processes.

Sexism:

any attitude or practice that results from thoughts or beliefs that place the members of either sex into a category, or describes characteristics of either sex that are consciously or unconsciously based on culturally induced, sex-related characteristics.

Sexual identity:

womanhood, manhood, adulthood: Young people do not have to prove manhood/womanhood: it's a gift. We do have to prove adulthood and necessary licensing and testing are in place, for example to become a driver adult, family adult, voting adult, economically-able adult.

Sexual harrassment

unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

Sexual innuendo:

the only plausible relationship between a man and a women is based on sexual attraction.

Stereotypes:

attributing behaviors, abilities, interests, values, and roles to a person or group of persons basied on their gender (race or handicap).

Sterotyping:

generalizing that labels people's opportunities, choices, and roles on the basis of gender (race or handicap).

Teacher/student interaction:

Average classroom - 25% spectators, 65% nominal response, and 10% active, salient students.

Teacher response in the classroom:

Average of four responses include 10% praise, 5% criticism, 35% remediation, and 50% neutral comments.

Tokenism:

the making of small, often merely formal concessions to a demand, i.e. of blacks or women, as in jobs, etc.

Trust:

When labor is divided, it becomes difficult to work together and hard to appreciate work you have never done. Any type of separation is a condition of mistrust.

Unreality:

If I don't see, hear, or experience it, then it doesn't exist and I don't have to deal with it..

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